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Title II

ABSTRACT

This third annual report on the Elementary and Secondary Education Act (ESFA) Title II describes how the 50 States, the District of Columbia, Guam, Puerto Bico, the Trust Territory of the Pacific Islands, the Virgin Islands and the Bureau of Indian Affairs utilized their Title II funds in fiscal year 1968 for the improvement of educational quality and opportunity through increased use of the materials made available thereby. Data in the report are derived from annual reports submitted following the close of fiscal year 1968. The report consists of three parts: (1) the financial report -- shows expenditures in the various categories during the fiscal year; (2) the statistical report--provides personnel data and materials acquired, shows program accomplishments and need for continuing financial support and (?) the narrative report summarizes and evaluates the program. Supplementary data obtained from 30 States on the special-purpose grants projects funded under ESEA Title II are included. The 19 Tables in the report are listed. The appendix contains supplementary data on numbers, cost, and types of audiovisual materials acquired during fiscal year 1968, by category and educational level. (NH)



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THIRD ANNUAL REPORT

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FISCAL YEAR 1968

TITLE II

ELEMENTARY

AND SECONDARY

EDUCATION ACT OF 1965

U.S. DEPARTMENT OF HEALTH,
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SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS

1971

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE Elliot L. Richardson, Secretary

Office of Education S. P. Marland, Jr., Commissioner

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CONTENTS

		Page
ı.	INTRODUCTION	1
	Participation	2
	Expenditure of Funds	3
	Categories of Instructional Materials Made Available	3
	State and Local Educational Programs Strengthened	4
II.	PARTICIPATION IN THE ESEA TITLE II FROGRAM	7
	Approved Plans	7
	Program Participation - Children and Teachers	7
	Expenditure of Funds	11
	State Personnel Assigned to Title II Programs	15
III.	CATEGORIES OF ACQUISITIONS UNDER ESEA TITLE II	19
	School Library Resources	19
	Textbooks	28
	Other Instructional Materials	28
	Ordering, Processing, Cataloging, and Delivering	29
IV.	STATE PROGRAMS FOR THE STRENGTHENING OF INSTRUCTION THROUGH IMPROVED RESOURCES AND SERVICES	31
	Improvement of School Library Resources	31
	Maintaining and Increasing Effort	36
	School Library Resources - State and Local Funds Expended	36
	School Library Resources - Private School Funds Expended	40
	Textbooks - State, Local, and Private School Effort	41
	Other Instructional Materials - State, Local, and Private School Effort	42
	Standards for Instructional Materials	43
	Coordination	46
	Staff Development	50
	Services to Handicapped Children and Their Teachers	53
v.	SPECIAL-PURPOSE GRANTS PROGRAM IN 30 STATES	57
	How the Funds Were Spent	59
	Arts and Humanities	61
	Minority Groups in American History and Culture	62
	Vocational Education	63
	Staff Development	65
	Pupil Personnel Services	67
	Cultural or Linguistic Needs of Children and Teachers	68
	Disadvantaged Children and Children in Inner-City Schools	70
	Early Childhood Education	71
	Influence of Special-Purpose Grants Projects on	73

ERIC

iv

CONTENTS - Continued	Page
VI. BENEFITS UNDER ESEA TITLE II TO CHILDREN AND TEACHERS IN ELEMENTARY AND SECONDARY SCHOOLS OPERATED FOR INDIAN CHILDREN BY THE DEPARTMENT OF THE INTERIOR	77
VII. THE STATES REPORT	83
APPENDIX: Supplementary Data on Numbers, Cost, Types of Audiovisual Materials Acquired under ESEA Title II Programs, Fiscal Year 1968, by Category and Educational Level	97



5

TABLES

		Page
3.	Total Number of Eligible and Participating Elementary and Secondary Public School Children and Participating Public School Teachers in ESEA Title II Programs, Fiscal Year 1968, by State or Outlying Area	8
2,	Total Number of Eligible and Participating Elementary and Secondary Private School Children and Participating Private School Teachers in ESEA Title II Programs, Fiscal Year 1968, by State or Outlying Area	9
3.	Total Number of Eligible and Participating Children in ESEA Title II Programs, Fiscal Years 1966, 1967, and 1968, by Educational Level and Type of School	10
4.	Funds Available and Funds Expended for Acquisitions and State Administration and Percent of Total Expended for Administration under ESEA Title II, Fiscal Year 1968, by State or Outlying Area	12
5•	Funds Available and Funds Expended for Acquisitions and State Administration under ESEA Title II Programs, Fiscal Years 1966, 1967, and 1968	14
6.	Number of State Department of Education Personnel Assigned to ESEA Title II Programs in Full-Time Equivalents, Fiscal Years 1966, 1967, and 1968	16
7.	Number and Cost of School Library Resources, Textbooks, and Other Instructional Materials Acquired for Loan to Children and Teachers in Public and Private Schools under ESEA Title II Programs, Fiscal Year 1968	20
8.	Number and Cost of School Library Resources, Textbooks, and Other Instructional Materials Acquired for Loan to Children and Teachers, and Costs of Ordering, Processing, Cataloging, and Delivering Materials, under ESEA Title II Programs, Fiscal Year 1968, by State or Outlying Area	21
9•	Number and Cost of School Library Resources, Textbooks, and Other Instructional Materials Acquired for Loan to Children and Teachers in Public and Private Schools, under ESEA Title II, Fiscal Years 1966, 1967, and 1968, by Educational Level and Type of School	22



TABLES - Continued

		Page
10.	Number and Cost of Books Loaned to Children and Teachers, by Educational Level and Category of Instructional Materials, under ESEA Title II Programs, Fiscal Year 1968	2և
11.	Number and Cost of Audiovisual Materials Leaned to Children and Teachers, by Educational Level and Category of Instructional Materials, under ESEA Title II Programs, Fiscal Year 1968	25
12.	Number and Cost of Audiovisual Materials Acquired for Loan to Children and Teachers in Public and Private Schools, under ESEA Title II Programs, Fiscal Years 1966, 1967, and 1968	26
13.	Number of New Elementary and Secondary Public School Libraries Established and Number of Pupils Served by These Libraries; Number of Existing Public School Libraries Expended as a Result of ESEA Title II Programs, Fiscal Year 1968, by Educational Level and State or Outlying Area	32
14.	Number of New Public School Libraries Established and Number of Pupils Served by These Libraries; Number of Existing Public School Libraries Expanded, Fiscal Years 1966, 1967, and 1968, by Educational Level	34
15.	State and Local Expenditures for School Library Resources, Textbooks, and Other Instructional Materials, by State or Outlying Area and Educational Level, Fiscal Year 1968	⊹3 7
16.	Private School Expenditures for School Library Resources, Textbooks, and Other Instructional Materials, by State or Outlying Area and Educational Level, Fiscal Year 1968	38
17.	ESEA Title II, Special-Purpose Grants at a Glance	5 8
18.	Total Number and Cost of Books and Audiovisual Materials Loaned as School Library Resources and Other Instructional Materials under ESEA Title II Programs, to Children and Teachers in Schools Operated for Indian Children by the Department of the Interior, Fiscal Years 1967 and 1968	7 9
19.	Number and Total Cost of Audiovisual Materials Loaned to Children and Teachers in Schools Operated for Indian Children by the Department of the Interior, under ESEA Title II Programs, Fiscal Years 1967 and 1968	80



vii

TABLES - Continued

		Page
AP P	ENDIX	
Α.	Number and Total Cost of Audiovisual Eaterials Loamed to Elementary School Children and Teachers as School Library Resources, by State or Outlying Area, under ESEA Title II, Fiscal Year 1968	98
В∙	Number and Total Cost of Audiovisual Materials Loaned to Elementary School Children and Teachers as Other Instructional Materials, by State or Outlying Area, under ESEA Title II Programs, Fiscal Year 1968	99
C.	Number and Total Cost of Audiovisual Materials Loaned to Secondary School Children and Teachers as School Library Resources, by State or Outlying Area, under ESEA Title II Programs, Fiscal Year 1968	100
D.	Number and Total Cost of Audiovisual Materials Loaned to Secondary School Children and Teachers as Other Instructional Materials, by State or Outlying Area, under ESEA Title II Programs, Fiscal Year 1968	101



I. INTRODUCTION

Title II of the Elementary and Secondary Education Act provides direct Federal assistance for the acquisition of school library resources, textbooks, and other instructional materials for the use of children and teachers in public and private elementary and secondary schools. This report is the third annual compilation and analysis of data on the program.

The report describes how the 50 States, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, the Virgin Islands, and the Bureau of Indian Affairs of the U.S. Department of the Interior utilized their Title II funds in fiscal year 1968 for the improvement of educational quality and opportunity through increased use of the materials made available thereby.

Data in the report are derived from annual reports which were submitted to the U.S. Office of Education by State departments of education, the outlying areas, and the Bureau of Indian Affairs following the close of fiscal year 1968. The annual report consists of three parts:

The Financial Report shows expenditures in the various categories during the fiscal year.

The Statistical Report provides data on personnel of the State education agencies and the Bureau of Indian Affairs, children and teachers participating in the Title II program, and materials acquired. These data



show program accomplishments and the degree of need for continuing financial support.

The Narrative Report summarizes and evaluates the program, describing achievements made possible through Title II, and identifying problems.

In addition, some supplementary data were obtained from 30 States on the special-purpose grants projects funded under ESEA Title II, and included in this report. The reporting forms were included in the appendix of the Second Annual Report. \(\frac{1}{2} \) Some of the highlights of the program follow.

Participation

1. An aggregate of 45.3 million public and private elementary and secondary school children, including 50,178 Indian children enrolled in the elementary and secondary schools conducted by the Bureau of Indian Affairs, and 1.9 million teachers participated in the Title II program in fiscal year 1968. This is an increase of 682,541 pupils over fiscal year 1967 in number of public and private elementary children and public secondary children participating; the increase in Indian children is about 3,000. There was a slight decrease in number of participating private secondary school children.

U.S. Department of Health, Education, and Welfare, Office of Education.

Second Annual Report, Fiscal Year 1967, Title II, Elementary and Secondary

Education Act of 1965: School Library Resources, Textbooks and Other

Instructional Materials. Washington: U.S. Government Printing Office

1968. pp. 71-78.

2. This means that of the 49.2 million public and private school pupils eligible to participate in the ESEA Title II program in fiscal year 1968, 45.3 million or about 92 percent actually did participate.

Expenditure of Funds

- 1. Of the \$99.2 million appropriated, the total reported expenditure was \$98.4 million, or more than 99 percent of the total amount made available.
- 2. For acquisitions of instructional materials under approved projects in all categories, State departments of education reported an expenditure of \$94 million.
- 3. Expenditure of \$5.5 million was reported for ordering, processing, cataloging, and delivering services, or about 23 cents per item.
 - 4. The amount reported for State administration is \$4.4 million.

Categories of Instructional Materials Made Available

1. The States continued in fiscal year 1968 to give priority to school library resources; the expenditure for these increased; the amount spent for other textbooks and instructional materials decreased from the preceding year. 2/

[&]quot;School library resources" are books, periodicals, documents, pamphlets, photographs, reproductions, pictorial or graphic works, music scores, maps, charts, globes, sound recordings on disc or tape, transparencies, films, tapes, or any other printed and published or audiovisual material processed and organized for use of school pupils and teachers. "Other instructional materials" are the same resources but are not processed and organized.



4

- 3. About \$3.5 million went for other instructional materials, about 4.4 percent of the total amount expended for materials.
- 4. Textbooks accounted for 2 percent of the amount expended for materials, about \$2.1 million.
- 5. For books in all categories, including textbooks, the outlay reported represents almost 70 percent of the total amount spent for materials in all categories.
- 6. Audiovisual materials comprised about 28 percent of the materials in all categories. The amount for audiovisual materials in the school library resources category increased from \$20.2 million in fiscal year 1967 to \$22.4 million in fiscal year 1968. The total for audiovisual materials in all categories was \$24.5 million.

State and Local Educational Programs Strengthened

- 1. A total of 456 administrative, supervisory, clerical, and other positions in full-time equivalents were assigned in State departments of education to administer the ESEA Title II program, an increase from fiscal year 1967 of more than 67 positions in full-time equivalents.
- 2. Forty-four of the 50 participating States, Puerto Rico, the Virgin Islands and the Bureau of Indian Affairs reported establishment of 3,193 new public school libraries in fiscal year 1968. Of these, 2639 were public elementary school libraries serving more than 1.2 million



public school pupils and 554 were public secondary school libraries serving 413,067 public school pupils.

- 3. Thirty-seven States, the District of Columbia, and the four outlying areas report an average State and local expenditure for elementary school library resources of about \$3.01 per public elementary school child, an increase of about 45 cents from fiscal year 1967. The average State and local expenditures reported in these States for secondary school library resources were about \$4.27 per public secondary school pupil, only about a five-cent increase from fiscal year 1967.
- 4. Fiscal year 1963 saw continuation of the trend to include in standards for instructional materials provisions to encourage a unified approach to a variety of media and media services. A number of States conducting surveys of instructional materials in local educational agencies reported significant gains which they attribute to increased local, State, and Federal support.
- 5. In order to achieve maximum educational benefits, the ESEA Title II program was coordinated in fiscal year 1968 with other titles of ESEA, as well as with a number of other programs of Federal financial assistance.
- 6. A sampling of fiscal year 1968 ESEA Title II annual reports indicates that the program contributed to the improvement of educational opportunities for handicapped children.



- 7. Fiscal year 1968 saw continuation by State departments of education of their programs of providing leadership, supervision, and staff development opportunities to local educational agencies participating in the ESEA Title II program.
- 8. Thirty States funded an estimated 400 special-purpose-grants programs to demonstrate good media programs and provided instructional materials for the use of children and teachers in special or exemplary instructional programs. Some 400 projects were funded in fiscal year 1968 with expenditures for the materials acquired costing about \$7 million. These projects served instructional programs in many areas including arts and humanities, early childhood education, vocational education, and pupil personnel services.



II. PARTICIPATION IN THE ESEA TITLE II PROGRAM

Approved Plans

In the first year of the program, fiscal year 1966, plans were approved for the 50 States, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands. In fiscal year 1967, a plan was approved for the administration of the program for children and teachers in the elementary and secondary schools that the Bureau of Indian Affairs conducts for Indian children. In fiscal year 1968, the only eligible applicants not participating in ESEA Title II were American Samoa and the Department of Defense (for children and teachers in the overseas dependent schools).

Program Participation - Children and Teachers

Tables 1 and 2 show the number of public and private elementary and secondary school children participating in the ESEA Title II program in fiscal year 1968. Of the 43.6 million public school children eligible to participate, 39.9 million or about 91.4 percent actually did participate.

The number of private school children who participated in the program, 5.3 million, is about 96 percent of the 5.5 million eligible private school children.

Table 3 shows the number of children participating in the ESEA Title II program for the first three years. There was a small increase over fiscal year 1967 in number of public school children participating and a decrease in the number of private secondary school children participating.

Table 1. Total Number of Eligible and Participating Elementary and Secondary Public School Children and Participating Public School Teachers in ESFA Title II Programs, Fiscal Year 1968 by State or Outlying Area

And Charle	Title in rave	Frograms, Fiscar rear	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Public	Public School Children	9	Publi	Public School Teachers	hers
State or Outlying Area	Tan-I	Eligible Agencies	38	Pa	Participating		Ţ	Perticipating	
	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total
1	5	3	ı	5		7	000	9	01
Totals	27,430,228	16,268,541	43,698,769	25,158,925	14,622,719	39,981,644	909,307	6696	1,700,000
Алараша	940,124	349,835		451,046		830,881	15,319	14,214	29,533
Alaska	51,661	14,419		50,139	13,719	63,658	2,T42	T T T T	3,200
Arizona	285,223	101,811	387,034	240,468		320,000	10,372	4,5/L	14,243
Arkansas	246,281	208,593	H	242,370	206,442	448,812	a,904	8,974	17,050
California	3,243,864	1,261,104	Н	2,837,504	1	4,219,484	105,300	63,272	160,570
Colorado	291,709	210,841		200,740	197,394	488,134	11,585	11,150	22,745
Connecticut	364,1135	221,755	618,190	383,380		588,314	16,206	12,092	20,292
Delaware	62,963	49,305		62,603	Н	111,908	2,331	2,834	5,165
Dist. of Col.	94,799	51,345		450,46		145,379	3,694	2,841	6,535
Florida	714,747	566,383		713,977		1,279,975	33,017	51,337	84,354
Georgia	582,088	309,200	1	582,088		891,288	254,452	15,972	40,434
Hounts	123,030	45,489	l	121,286	45,489	166,775	5,162	1,598	9,760
Topho	00,776	76,168	ı	90,612		166,724	3,988	4,128	8,116
1111111	1,00 1,50	740 330	1	1.378.784		2.090.637	56,782	38,297	95,079
TTTHOTE	21,107,170	130 865	1	580 716		987,244	١	20,851	1,3,941
Lucrana	202 597	250 661	ı	303 577	259 664	653.241		15,149	33,635
LOWEL	393,711	106 561	П	2000	i	120 526	ŀ	11.362	24.551
Venses	210,720	227 Kile	ı	111 251	١	659 000	l	11.665	30.384
Kentucky	#T# *52#	437,047	ı	1,59 555	ı	644 051	1	15,203	33.083
Louisiana	450,002	664,304	ı	766,137	ł	255 311	١	3,574	0.00
Maine	100,147	29,110	1	1,30,031	ı	184 357	l	17 370	35,700
Maryland	439,931	347,390	١	439,931	ı	126,126	1	20 20H	100 A
Massachusetts	620,001	420,351	1	720,000	1	203,435		26 HOS	77 1.70
Michigan	1,195,151	004,233	-1	7,191,419	١	810 800		20,000	37 743
Minnesota	4.70,413	3/0,100	1	457,451		131 1107	1	H 126	17.541
Mississippi	203,740	27.3,001.	1	520,471	280 0HG	805,880		17, 388	40.951
MISSOULT	032,750	19 501	١	1100 611	l	150 805		2,303	618.7
Montena	113, (21	17061	1	150 035		275,016		940	12,709
Nebraska	124,403	157 157 20 268	ł	64, 052		104,260	1	2,046	4.715
W. WHUE	RH EON	51 H71	1	95 469		130,484	l	2,854	6.29
Non Towns	011 663	10,170	1 376, 365	910,181	150	1.374.331	15,866	28,719	74,585
Not Moving	183 200	71,153	١	182.936		257,013		5,202	11,288
New Mealico	1 777 719	1.348,232	3,125,040	1.443.324		2,298,170	1	48,110	120,456
Nowth Corolina	ı	328.414	1,175,199	759.905	253,290	1.013.195	26,060	17,428	43,488
NOTE OF CALOLINA	ł	15.01	145.507	84,800		125,138		2,650	6,840
Obdo	Ţ	618.332	2.194.380	1.438.417	l	1,995,304	l	36,511	88,067
Oklahoma	331.604	252.702	584,306	316,644	237.1.65	554,129		14,160	24,891
Oregon	276,173	136,153	462,326	221,218	164,837	386,055		9,268	19,528
Pennsylvania	1,716,252	1,153,159	2,869,411	1,630,439	1 395,501	2,725,940		42,927	82,432
Rhode Island	83,478	15,17	154,912	72,563	49,966	122,529		2,843	5,724
Sou Carolina	364,995	245,997	610,992	212,580	83,834	296,414	ł	3,919	11,497
South Dakota	115,611	154,64	165,062	110,632	47,711	158,543	ł	2,400	0,650
Tennessee	534,305	322,671	856,976	533,565	141,303	00,470	1	14,350	34,404
Texas	1,447,279	1,107,029	2,554,308	1,244,831	914,651	2,159,482	l	44,340	405,27
Utah	173,759	123,784	297,543	173,759	123,764	291,543		2,094	101, UL
Vermont	59,155	35,677	94,832	56,888	32,446	89,334	2,556	670°2	4,707
Virginia	595,432	381,190	976,022	340,340	370,031	775, 277		19,461	40,434 88 Ago
Washington	4/1,115	310, (22	010,101	100,539	301,191	220 661		7,738	16.196
West Virginia	501 347	274 1410	875 706	159,001	331 810	792,050		18.438	39,348
Throming	57 1173	20 RRG	HO. 362	47.756	19.708	191.19			3,375
Guam	11,905	7,022	19,527	11.905	7,622	19,527	ŀ	343	925
Puerto Rico	ł	230,040	672,628	441,031	229,935	996,079	11,695	7,712	19,407
Trust Territor		3,054	25,863	22,703	3,054	25,757		125	1,094
Virgin Islands	П	3,939	12,031	8,092	3,939	12,031		278	200
Bur. Ind. Aff.		11,962	50,176	38,190	11,982	20,1.70		136	2,043



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Secondary Private Sch	
and Secondary	r Outlying Ar
ng Elementary and Se	A State
Participati	in the Mittle II December Piecel Veer 106
r of Eligible and	TT DECEMBER 1
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Table 2, Total	

in ESEA State or	Title II	II Programs, Fiscal I Private School Childre	n in	are or outlying	te School Child	ren	Private	Private School Teachers	hers
80	EJ	Eligible Agencies		110000	Participating	(a+0)	Pa	Participating	To+01
	Elementary	Secondary	Total	Elementary	Secondary	Total	Clementary	Secondary	10081
1	2 2 1 20 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 1/20 051	4 5 56 17 17 5	1, 036, 966	1 302 6119	5 22K OOK	141 416	70 70K	121 216
Totals	101,102	1,1,00,27	10 563	15 127	77.1	19.563	Ί	262	730
АТвовшв	1,3161	3,430	1,703	212	385	1.607	ł	56	168
Alaska	2, 31.c	200	25 11HO	21.510	151 5	26,166	1	303	980
Arizona	200, 200 7 R11	2 324	10,135	7,000	2,000	000.0		150	450
California	77061		70-10-	280,956	82,847	363,803		4,763	13,583
Colorado	35,429	10.561	45,990	28,888	11,232	40,120	}	789	1,925
Connecticut	84,149	37,946	122,281	84,002	36,586	120,588	П	2,504	5,465
Delaware	11,602	7,874	19,476	11,263	7,778	19,041		307	733
Dist. of Col.	11,570	5,671	17,241	10,481	3,292	13,773		826	2,015
Florida	67,151	21,686	88,837	61,816	19,563	81,379	١	1,057	5,292
Georgia	14,066	5,165	19,231	14,053	5,063	19,116	-	346	1,000
Hawaii	23,303	8,005	31,308	17,904	6,997	24,901	-	302	1,002
Idaho	6,319	1,483	7,802	5,650	1,123	6,773	-1	8	042
Illinois	441,201	116,955	558,156	417,234	111,655	528,889	j	7,707	11,729
Indiana	103,035	24,929	127,964	98,535	24,129	122,004	1	1,210	4,401
Iowa	ያካ ተ የሪ	27,012	97,460	70,448	27,012	97,460		1,211	4,340
Kensas	31,660	9,786	41,446	29,069	8,831	37,900	- [),((1,071
Kentucky	59,289	18,870	78,159	59,289	18,870	75,159	1	1,478	3,092
Louisiana	109,813	35,003	144,816	109,630	34,881	144,511	- 1	1,570	r,848
Maine	18,149	10,344	28,193	17,586	8,525	89,111	-	102	(0)
Maryland	104,228	29,936	134,164	97,932	27,511	125,443	١	1,101	2,019
Massachusetts	181,034	65,484	246,518	170,512	65,139	252,021	1	4,030	70.035
Michigan	252,915	07,50	330,947	0,T0,7	02,399	166 661		2,109	5 K53
Minnesota	139,525	30,472	1,10,000	137,700	20,171	160,001	361	170	540
MISSISSIPPI	132 000	25 771	158 680	116,996	100	152,220	1	2.288	6.136
MISSOULT	12,356	3.908	16.264	12,262	3,938	16,170		261	261
Lantanka	43,647	14,267	57,714	41,900	13,855	55,755		822	2,264
Nevada	4,028	1,075	5,103	3,244	989	3,930		35	130
New Hampshire	23,425	8,538	31,963	21,686	7,278	28,99	1	0,570	1,250
New Jersey	260,000	67,000	327,000	254,278	90,000	320,364	1	4,033	11,745
New Mexico	15,168	2,968	18,136	13,882	2,769	10,07	- [100	600
New York	507,759	323,305	831,064	410,262	230,964	041,220	ı	0,443	1,50
North Carolina	95.6	3,000	13,001	0,920	2,000	15.52	1	292	733
North Dakota	202 510	3,770 Ro Roo	275 343	277 058	82 1,00	360 1157	1	1 326	12 262
Orlahoma	-27,672		C.C. 2010	10.548	3.111	13.659	ı	122	743
Oregon	50.073	6.065	850.79	20.073	6.063	27.036	1	704	1.100
Pennsylvania	457.671	133,372	591,043	333,200	85,215	418,415	L	6,630	19,076
Rhode Island	29,939	17,930	47,919	30,354	7,936	38,290	1	1,60	1,528
South Carolina	8,301	1,376	9,677	7,095	568	7,663	1	33	270
South Dakota	10,760	4,558	15,318	10,330	704,4	14,737		291	683
Tennessee	21,587	6,690	31,277	20,987	9,075	30,062	١	10.5	1,126
Texas	71,037	711,037	142,074	96,150	21,935	110,005	-	1,130	4,77
nean	3,000	1,030	2,440 6,568	3,209	1,424	11, 062	1	200	MIS
Vermont	- SHO RC	0,270	28 700	AN AC	0,177	24,003	1	5/,5	1.550
VIEBINIE	1 K H	2,07	ET 177	36 753	A ORE	1,5 72K	ı	535	1,876
West Windings	8 930	116	13.055	8 857	115	12 072	1	235	560
Wisconsin	210,722	38,703	249,425	170,472	38,000	208,472	5,879	2,000	7,879
Wyoming	3,813	713	4,526	3,048	629	3,677		84	167
Guam	2,047	688	5,936	2,047	889	5,936		04	155
Puerto Rico	35,288	641,49	59,437	40,2.3	14,303	54,516		685	2,006
Virgin Islands	3,875	1,560	5,435	3,875	1,560	5,435	1	33	86
Trust Territory	4,074	1,444	0,010	4,400	7,177	55.6	1	2	555



Total Number of Eligible and Participating Children in ESEA Title II Programs, Table 3.

Table	3. Total Number Fiscal Years	Table 3. Total Number of Eligible and Farticipating Children in ESEA little if Frograms, Fiscal Years 1966, 1967, and 1968, by Educational Level and Type of School	rarricipating of 1968, by Educat	indren in sera filonal Level and Ty	rie il riogiams ype of School		
	1966 ADA OT ADM	or ADM	1967 ADA or ADM	or ADM	1968 ADA or ADM	or ADM	
Schools	Children In		Children In	7	Children In	1 1 2	
and Levels	Eligible Educational	Children Participating	Educational Agencies	chlaren Participating	Educational Agencies	Contuction Particular	
1	2	3	-	5	9	7	
FUBLIC SCHOOLS							
Elementary	25,251,826	23,746,478	26,460,081	24,665,404	27,430,228	25,158,925	
Secondary	15,095,192	13,970,529	15,790,624	14,458,900	16,268,541	14,822,719	
TOTAL	40,347,018	37,717,007	42,250,705	39,124,304	692,869,84	39,981,644	
PRIVATE SCHOOLS							
Elementary	4,603,792	11,445,711	3,804,011	3,979,457	4,107,462	4,036,266	
Secondary	1,269,833	1,263,055	1,340,958	1,534,250	1,460,951	1,302,642	
TOTAL	5,873,625	5,708,766	5,144,969	5,513,707	5,568,413	5,338,908	
GRAND TOTAL	16,220,643	43,425,773	47,395,674	110,638,011	49,267,182	45,320,552	

Note - ADA - Average daily attendance.
ADM - Average daily membership.



The number of participating private elementary school children increased slightly.

As has been mentioned, and as Tables 1 and 2 indicate, not all eligible children participated in the Title II program. Under the program, materials are distributed on the basis of relative need; some children and teachers in schools well provided with materials were not served. Some public and private school administrators did not wish their schools to receive Federal aid. Children and teachers in some schools not in compliance with Title VI of the Civil Rights Act could not be served. The number of participating teachers as reported by State departments of education does not represent the number of those who had the use of professional materials (books, periodicals, curriculum guides) which were provided to some extent by Title II, but is simply the number of teachers in public and private elementary and secondary schools where pupils had the use of school library resources or textbooks or other instructional materials. The resources made available in the schools for the use of pupils are, of course, valuable to teachers in instructional programs.

Expenditure of Funds

Table 4 provides data on funds available and spent under the ESEA Title II program. Column 3 shows aggregate expenditures within each State for acquisitions under approved local education agency projects; column 4 shows the amount spent for State administration. Although the ESEA Title II appropriation for fiscal year 1968 was \$102 million, only \$99,234,000



Table 4, Funds Available and Funds Expended for Acquisitions and State Administration and Percent of Total Expended for Administration, under ESEA Title II, Fiscal Year 1968, by State or Outlying Area

Allotment 2 (1999) 234, 000 1.124, 987 1.124, 987 1.124, 987 1.124, 987 1.125, 988 1.125, 988 1.125, 988 1.125, 988 1.125, 988 1.125, 988 1.125, 988 1.125, 988 1.125, 988 1.125, 988 1.125, 988 1.125, 988 1.125, 988 1.125, 988 1.125, 988 1.125, 988 1.126, 988	Acquisition A 6944, 624, 624, 624, 624, 624, 625, 623	State Administration \$1, 128 ,073 170, 142 170, 142 180, 625	Total Rependitures \$98,452,733 \$1,745,965 1145,965 124,704 801,228 801,228 801,228 801,228 801,228 801,228 801,228 801,228 801,228 801,228 801,228 801,228 801,228 801,228 801,228 801,239 801,330 8	Expenditures for Administration 4,50 10,12 10,12 6,52 6,52 1,54 1,54 1,54 1,54 1,54 1,54 1,54 1,54
All chares to the control of the con	3.00 (1.00 (Administration 1	\$\\$93\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	Admin streetien 666 4,50 10,12 6,22 6,22 6,22 1,64 1,64
\$\\\ \text{17.17.5}{\	100 100	24, 128 12, 128 12, 128 13, 128 1	\$98,452,733 1,745,965 10,128 10,128 10,128 10,059,741 10,059,741 10,059,741 10,059,741 10,059,741 11,059,741 11,059,741 11,059,741 11,059,741 11,059,752 11,059,753 1	1,50 10.12 6.52 6.52 7,52 1,64
121, 150, 150, 150, 150, 150, 150, 150, 15	112 (202) (2	######################################	1,755,155 1,755,155 1,755,155 20,598 20,598 20,598 2,699,40 2,699,40 2,699,40 2,609,40 2,609,40 2,609,40 1,115,697 1	10.12
1,194,194 1,194,194 1,196,196 1,196 1,1	112 (175) 112 (175) 121 (1	5	124-704 124-70	10.12 6.22 5.52 5.52 7.14 1.64
1, 624, 120 1, 62	711.357 711.35	######################################	124,704 124,704 12,035,128 13,035,124 13,035,124 13,035,124 13,035,124 14,035,124 14,035,124 14,035,035 14,035,035 14,035,035 11,035 11,0	25.52
906,001 906,001 1,004,689 1,00	25, 25, 25, 25, 25, 25, 25, 25, 25, 25,	######################################	901,288 901,288 901,209 1,300,140 1,300,140 1,300,140 1,300,140 1,400 1,40	5.52
2, 337, 909 1, 400, 478 1, 40	285,558 285,558 200,107 200	888 888 888 888 888 888 888 888 888 88	205,258 205,25	5.52
9.337,999 1,004,689 1,1,004,146 2,01120 2,001120	2,896,075 2,896,075 2,14,813 2,14,813 2,14,14,14 2,14,14,14 2,14,14,14 3,14,14,14 3,14,14,14 3,14,14,14 3,14,14,14 3,14,14,14 3,14,14,14 3,14,	######################################	1,039,420 1,099,440 1,099,440 1,367,724 2,623,548 2,1221,623 3,380,525 3,381,220 2,331,220 1,445,377 1,145,597 1,145,597 1,150,680 1,590,680 2,667,043 2,667,043	†9*†
1,084,689 200,120 200,	, 009, 14°, 131, 131, 131, 131, 131, 131, 131, 13	25.25.25.25.25.25.25.25.25.25.25.25.25.2	1,059,742 1,357,7724 2,857,7734 2,857,7734 3,812,573 3,812,923 3,812,923 3,812,923 3,812,923 1,115,697 1,115,697 1,120,697 1,120,697 1,130,69	14.77
1,400,476 306,1120 30	1313, 201 24, 818 24, 818 146, 892 349, 555 340, 555 370, 617 370, 617 370, 617 370, 617	14.14.18.18.18.18.18.18.18.18.18.18.18.18.18.	1,367,172 3,366,172 3,362,37,38 2,121,663 3,812,93 3,812,93 1,145,377 1,145,377 1,156,97 1,156,97 1,156,97 1,156,97 1,156,97 1,156,97 1,156,97 1,156,98 1,15	
2,534,735 2,534,735 2,534,735 2,534,735 2,534,735 2,534,735 2,534,735 2,534,735 2,534,735 2,534,735 2,534,735 2,534,735 2,534,735 2,534,735 2,534,735 2,534,735 2,534,735 2,535,736 2,536,836 2,534,735 2,536,836 2,534,735 2,536,836 2,534,735 2,536,836 2,534,735 2,536,836 2,534,735 2,536,836 2,536,836 2,536,836 2,536,836 2,536,836 2,536,836 2,536,836 2,536,836 2,536,836 2,536,836 2,536,836 2,537,436	214, 818 318, 131 318, 131 318, 131 313, 555 313, 555 320, 275 320, 127 376, 550	(4) 18 18 18 18 18 18 18 18 18 18 18 18 18	25.283.484 25.283.484 25.283.484 3380.585 3380.585 3380.585 3380.585 11.15.285 11.15.285 11.15.285 11.15.285 11.15.285 11.15.285 11.15.285 11.15.285 11.15.285 11.15.285 11.15.285 11.15.285 12.15.2	3 00
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2, 548, 947 2, 548, 947 3, 386, 1217 3, 386, 1217 3, 387, 1729 1, 148, 1729 1, 1730 1, 1730	340,131 340,682 343,585 320,272 370,011 376,550	186 186 187 187 187 187 187 187 187 187 187 187	2. 623, 987 2.121, 63 3.86, 525 3.86, 525 3.87, 762 2. 11, 11, 507 1, 110, 507	CO. 1
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2,155,555 386,211 386,311 386,311 1,438,762 1,438,762 1,438,762 1,115,852 1,117,309 1,175	343,555 343,555 320,272 ,070,117 330,011	7, 78, 78, 78, 78, 78, 78, 78, 78, 78, 7	2,121,653 380,555 3,837,270 2,137,270 2,147,176 2,115,597 1,150,597 1,150,690 1,150,690 1,150,690 1,175,998 2,607,043	4.81
386, 217 387, 217 5, 337, 230 1, 148, 399 1, 148, 399 1, 178, 399 1, 178, 399 1, 178, 399 1, 178, 399 1, 178, 300 1, 178, 300 1, 178, 300 1, 178, 310 1, 178, 310	343,555 320,272 ,070,417 330,011	25, 25, 25, 25, 25, 25, 25, 25, 25, 25,	380,555 358,593 5,331,626 2,451,626 1,445,377 1,115,630 1,180,139 1,180,139 1,180,139 1,180,139 2,507,043	3.62
1,100 1,	320,272 320,272 ,070,117 ,390,011	25	2,337,236 2,337,236 2,337,236 2,447,762 1,145,337 1,115,697 1,150,129 1,150,	0.00
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2,534,7.28 2,534,7.28 1,105,999 1,105,991 1,105,991 1,107,902 1,107,903 1,10	390,011	286,2859 28,2859,285 28,586,395,45 28,586,395,45 38,586,45 38,586,	2,487,1276 2,487,1276 1,445,377 1,115,697 1,180,129 25,680 1,775,888 2,607,043	40.07
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1,115,855 1,105,855		23,108 23,539 23,539 24,539 24,539 24,539	1,115,537 1,115,630 1,502,630 1,080,739 505,680 1,775,898 2,607,043	72
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8,634,850 1,795,721 1,175,721 1,175,721 1,175,721 1,121,175 1,121,175 1,121,175 1,121,175 1,121,175 1,121,175 1,221,	,094,100	86,063 226,083 94,260	2,607,043	00°#
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2,236,998 371,750 371,750 311,	.,103,708	54.670	1,156,378	4.72
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334,087 3,244,941 5,854,941 5,854,941 2,353,748 2,353,748 2,353,748 2,523,778 2,523,778 2,524,54 2,326,538 2,076,258 2,076,258 2,076,258 2,873,784 2,873,788 2,873,788 2,873,841	653,580	86,789	740,369	11.72
334,087 3,314,041 8,122,336 2,337,485 2,337,485 2,337,485 1,236,838 1,236,886 1,774,333 2,266,288 2,266,288 2,266,288 2,266,288 2,266,288 2,266,288 2,266,288 2,266,288 2,266,288 2,266,288 2,266,288 2,266,288 2,266,288 2,266,288 2,266,288 2,266,288 2,266,288 2,377,841 2,	185,380	33,467	218.847	15.29
3,224,941 8,585,1437 8,185,1437 2,1353,148 2,1353,148 1,211,148 1,211,148 1,211,148 1,211,148 1,211,148 1,211,148 1,211,148 2,122,514 2,122,514 2,122,514 2,122,514 2,122,514 2,122,514 2,122,514 2,122,514 2,123,148 2,123,148 2,124,148 2,124,148 2,114,189	317.438	16.649	334.087	1, 93
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231,096 1,237,1489 1,237,1489 1,996,243 1,986,189 1,786,189 237,371 232,514 582,833 2076,258 2,076,258 2,076,258 2,076,258 2,076,278 2,077,841	.213.637	110.512	5.330.149	4,74
5,137,145 1,211,145 1,211,145 1,211,145 1,285,137 1,285,135 1,285,131 2,005,259 1,1985,629 2,006,259 2,006	138	027 720	317 268	8 55
1,211,148 1,211,148 1,991,243 1,996,249 1,186,189 1,174,313 1,174,313 1,174,313 206,238 2,076,238 2,	202	2077	2000 2	60
1,201,1455 988,245 1,286,385 1,286,385 1,774,311 5,732,314 5,887,629 2,00,638 2,00,6	بعربا الار	221,011	2,220,130	4.00
998.243 5,590,570 1,280,589 1,374,313 5,322,514 5,322,514 5,322,514 2076,258 2,076,258 2,076,258 2,076,258 2,076,278 2,076,278 2,076,278 2,077,813	,121,465	88,402	1,209,867	7.31
5,590,570 483,1853 1,486,1859 377,311 5,774,313 5,822,534 5,802,629 2,804,629 1,989,629 8,817,84 2,277,84 2,277,84 1,14,290	949.083	14.75	995, 824	1,69
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1,286,389 377,374 1,777,311 5,722,514 582,833 2,076,529 2,096,529 2,096,529 2,096,529 2,096,529 2,096,529 1,196,529 1,196,529	201,001,00	203,530	2,010,012	200.4
1,286,889 1,286,889 1,774,333 2,322,514 2,322,514 2,076,258 1,989,629 877,841	394,030	20,317	423,123	60.0
377,371 1,774,313 5,322,514 582,833 2,076,258 2,076,258 2,599,629 2,599,629 2,599,629 2,77,84,299	,260,002	246.09	1,320,944	4.61
1,774,313 5,322,514 582,514 283,663 2,076,258 1,989,629 1,758 2,277,841 1,14,290	338.371	50 л 98	374. 780	4.71
2,217.3.45 5,221.514 582,833 2,2076,258 2,2076,258 1,599,629 8,581,758 2,277,841 1,74,290	2012	70 030	7 711, 586	12.7
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582,833 2006,258 2,076,258 1,985,629 858,1758 2,277,84,1	,037,079	157,587	5,194,666	3.03
208,063 2,076,258 1,589,629 1,589,758 2,277,841 174,290	535,653	47.436	583,089	8.14
2,076,258 1,989,629 858,758 2,277,841 174,290	208.207	19.386	227,593	8.52
2,010,220 1,989,629 858,758 2,277,841 174,290	201 000	000	100	100
1,985,629 855,758 2,277,841 174,290	1714,430	24,330	1,770,434	7.57
858,758 2,277,841 174,290	ο#1,01ζ,	75,507	1,585,655	4.70
2,277,841 174,290	782,587	46,613	829,200	5.62
174,290	180,205	97.625	2.227.830	14, 38
227	135 045	31 080	767 025	10 Ot
150 05	27.77	7 5 57	Z) 3/2/	1 78
405.50	03,100	2,421	160,40	01:1
2,003,321	, OCT, 420	38,703	2,040,123	1.90
	80,149	1,980	82,129	2.41
39,568	38.073	390	38.463	1.01
20,000	25,555	2/2	65,650	
2(,213		•		•
Born Ind Aff	137 106	102	711 807	2 30

1/ American Samoa did not participate in ESEA Title II.



was actually made available. The total of reported expenditures was thus \$98.4 million, or about 99.3 percent of the amount available.

The reported \$94 million for acquisitions under approved projects includes \$5.5 million expended for ordering, processing, cataloging, and delivering materials. The \$4.4 million reported for State administration is somewhat less than the amount actually evailable, which for any fiscal year must not exceed 5 percent of the amount paid to the State for that year, or \$50,000, whichever is greater.

Table 5 provides the data on expenditures for the ESEA Title II program for the first three years of the program. The difference in the amount allocated under the ESEA Title II program for the three-year period and the reported total expenditures is less than \$6 million.

The \$285 million reported for acquisitions under approved projects during the three-year period includes the \$15.4 million for ordering, processing, cataloging, and delivery.

The \$10.2 million reported for State administration during the first three years of the ESEA Title II program is 3.4 percent of the total expenditures, somewhat less than the amount actually available. Some administrative expenditures could be covered by other Federal programs, leaving ESEA Title II funds to provide materials. Alaska, several outlying areas, and the Bureau of Indian Affairs reported negligible amounts for administration.



Funds Available and Funds Expended for Acquisitions and State Administration under ESEA Title II Programs, Fiscal Years 1966, 1967, and 1968 Table 5.

Fiscal Year	Allotment		Expenditures	
		Acquisitions	Administration	Total
7	2	3	7	5
9961	\$100,000,000	\$ 95,298,079	\$ 1,989,158	\$ 97,287,237
1961	102,000,000	95,745,032	3,812,688	99,557,720
1968	99,234,000	94,024,821	4,428,073	98,452,733
Total	\$301,234,000	\$285,067,932	\$10,229,919	\$295,297,690



State Personnel Assigned to Title II Programs

Table 6 provides data on the number of administrative, supervisory, clerical, and other positions assigned in State departments of education to administer the ESEA Title II programs in the first three fiscal years of the program. More than 456 positions (in full-time equivalents) were reported in fiscal year 1968, an increase from fiscal year 1967 of about 67 positions.

The increase in positions assigned in State departments of education to administer the ESEA Title II programs undoubtedly reflects an increased effort to give direction and leadership for the full development of instructional materials services in education. State administrators and supervisors involved in the ESEA Title II programs have developed programs of service to school administrators, teachers, and school media personnel. They have assisted in the development of media centers where print and audiovisual media are organized into a single unified program. In cooperation with State supervisors of instruction, they have served to improve curriculum and instruction and enhanced the contribution of instructional materials to education.

It should be noted that in Table 6, column 4 refers to positions in full-time equivalents, not individuals. For example, in fiscal year 1968, there were only 43 full-time positions in administration, but there were actually 97 individuals designated as administrators who had some responsibilities in addition to Title II.



Number of State Department of Education Personnel Assigned to ESEA Title II Programs in Full-Time Equivalents, Fiscal Years 1966, 1967, and 1968. Table 6.

	TIME 7									_		_					
	TOTAL FULL-TIME (Cols. 2 & 4)	5	0. 7.	96.65	55.59		80.84	E#*60T	125.53		126.67	192.08	225.06		29.59	28.02	50.08
PERSONNEL	FULL-TIME EQUIVALENT	17	9.	13.96	12.59		13.84	24.13	26.53		23.67	34.08	90.64		12.59	6.02	23.08
NUMBER OF	PART-TIME	3	77	84	54		87	129	174		119	150	204		%	87	95
	FULL-TIME	CJ.	7	19	£43		29	85	66		103	158	176		17	22	27
	TYPE OF PERSONNEL	1	ADMINISTRATIOR	Fiscal Year 1967	Fiscal Year 1968	SUPERVISOR	Fiscal Year 1965	Fiscal Year 1967	Fiscal Year 1968	SECRETARIAL AND CLERICAL STAFF	Fiscal Year 1966	Fiscal Year 1967	Fiscal Year 1968	THER	Year	Fiscal Year 1967	Fiscal Year 1968
			TSINIMOV	Fiscal	Fiscal	SUPERVIS	Fiscal	Fiscal	Fiscal	SECRETAR	Fiscal	Fiscal	Fiscal	OTHER	Fiscal	Fiscal	Fiscal



There were some 55 administrative positions (in full-time equivalents), accounting for approximately 12 percent of total staff time. Of total staff involved in the ESEA Title II program, 27.5 percent or 125.53 positions (in full-time equivalents) were designated as supervisors—school library supervisors, instructional materials specialists, and curriculum and subject specialists, as examples. The 99 full-time supervisors assigned to the Title II program denoted an increase of 14 full-time positions from fiscal year 1967.

The 225 secretarial and clerical positions (in full-time equivalents) assigned to the Title II program in fiscal year 1968 accounted for about 49 percent of total staff time. The remaining 50 positions (in full-time equivalents) include such personnel as consultants, fiscal and statistical employees, and nonprofessional workers such as truck drivers and technicians who do not fall into any of the other three categories.



III. CATEGORIES OF ACQUISITIONS UNDER ESEA TITLE II

Among the three categories of eligible materials - (1) school library resources, (2) textbooks, and (3) other instructional materials - the States continued in fiscal year 1968 to give priority to the first. The \$82 million shown in Table 7 (column 11) as spent for school library resources is about 92.3 percent of the entire amount spent for materials. Other instructional materials took about 4.4 percent and textbooks accounted for about 2 percent. (Table 8 analyzes the distribution by States.)

Table 9 shows the distribution and costs among the eligible categories for the three years of Title II's existence. There is no clear explanation for the variations in the table.

Twenty-six States, the District of Columbia, Guam, the Virgin Islands, and the Bureau of Indian Affairs purchased no textbooks with Title II funds. (See Table 8.) Twenty-two States, the District of Columbia, Guam, and the Virgin Islands reported no purchases in the other instructional materials category. The variations in all categories reflect local education priority of needs within the priorities assigned to the three categories by the State departments of education.

School Library Resources

Of the \$82.2 million spent for school library resources in fiscal



Table 7. Number and Cost of School Library Resources, Textbooks, and Other Instructional Materials Acquired for Loan to Children and Teachers in Public and Private Schools under ESFA Title II Programs, Fiscal Year 1968

Categories		PUBLIC SCHOOLS	CHOOLS			PRIVATE SCHOOLS	CHOOLS		TOI	TOTAL
Materials	ELEMEWIARY	VIARY	SECO	SECONDARY	ELEMENTARY	FEARY	SECONDARY	TDARY		
	Number	Cost	Mumber	Cost	Number	Cost	Mumber	Cost	Number	Cost
	2	3	1	- 5	9	7	8	6	10	11
SCHOOL LITERARY RESOURCES	12,148,748	\$42,853,042	7,109,115	\$29,713,150	1,973,109	36,688,342	708,104	\$2,983,696	21,939,076	\$82,238,230
Books Periodicals	9,556,269	30,044,106	5,440,062	20,274,750	1,717,707 8,770	5,261,834		2,382,111	17,345,125	57,962,801 911,559
Other Printed Materials Audiovisual Materials	1,882,245	12,001,357	247,668	384,874	230,376			15,105 612,081	847,315 3,557,661	870,624 22,493,246
Motion Pictures Filmstrips	31,453	1,552,703	\$2,55 186.	2,329,140	121,212			36,082	69,067	3,172,389
Recordings	302,864	1,275,778	198,162	1,019,063	32,361			75,377	550,565	2,1:50,004
Slides & Transparencies Programed Instruction Mat.	39,269	851,703 192,759	113,663 23,312	915,750 105,472	37,637		33,589	52,992 8,037	828,258 69,258	1,904,837 331,371
TEXTBOOKS	422,817	911,048	524,493	1,115,514	38,693		1 1	56,173	1,005,650	2,174,495
OTHER INSTRUCTIONAL MATERIALS	572,693	851,170,5	249,774	1,008,244	93,671	350,300	22,675	364,601	937,813	3,539,240
Books	455, IAC	912,324	84,036	210,015	54,682	154,626	10,481	27,394	191,003	1,304,359
other Printed Materials	32,25	8,8% 2,8% 2,8%	33,940	15,170	3,6	19.70	1,126	3.638	7,533	162,625
Audiovisual Materials	182,664	1,037,107	115,476	712,006	34,246	173,351	10,827	77,683	343,356	2,013,981
Motion Fictures	, , , , , , , , , , , , , , , , , , ,	203,237	1,872	161,742	75, 21	38,28	4 4 4 4 4	25,673	5,521	382,061
Recordings	27,186	(5). (5).	, ez.	13,66	4,359	16,139	1,165	4,956	45,441	556.19
Slides & Transparencies Programed Instruction Mat.	38,00,	98.5 9.7 7.7 7.7 7.7 7.7 7.7 7.7 7.7 7.7 7.7	35,640	13,87	8,997	10,027	2,43,	1,923	85,332 8,748	200,852 61,569
Maps, Charts, etc.	02J. 64h	1,30,783	20,088	115,816	1,30	20,102	2,364	14,759	76,902	337,460
ORDERING, PROC., CAT., & DEL.										5,568,722
GRAND TOTAL									23,882,539	\$93,520,687
1,										

 $rac{1}{2}$ Detail does not add to total since some States reported totals rather than separate items.

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Number and Cost of School Library Resources, Textbooks, and Other Instructional Materials Acquired for Loan to Children and Teachers, and Costs of Ordering, Cataloging, Processing, and Delivering Materials, under ESEA Title II Programs, Fiscal Year 1968, by State or Outlying Area Table 8.

State or	School Librar	School Library			Other Instructiona	ructional	Ordering	
outlying Area	Resources	rces	Textbooks	- [Materials		Processing,	Total
1000	Number 51 030 096	COST. 6H3 33H 33A	1 005 650	COST 65 1105	Taomin No.	COST 519	ECC.	1503 508
COLETS	27,737,010	302,230,230	1,002,000	45,114,437	30.00	1,10,016	7,700,122	493,720,001
Тараша	430,002	1,516,625	2,012	7,309	30,244	119,621	43,972	1,002,907
laska	33,250	が。 次・ が、	•	•	3,050	9,582	10,250	112,075
rizona	211,080	707,028			17,341	29,867	14,453	751,350
Irkansas	199,784	855,958	•	•		•	- 7	855,958
alifornia	1,666,290	7,498,593	4,245	121,517	•	•	1,275,965	8,896,075
:olorado	165,310	1,609,689	•	•	56,734	264,535	104,971	979,194
Connecticut	270,302	1,270,131	•	•	•	•	_ 1190, 119	1,334,195
)elaware	50,630	205,694			605	2,063	7,060	214,817
Dist. of Col.	82,621	315,131	·				3.000	318,13
Plorida	587,316	2.080.257	6.514	20.518	29.216	30.75	186.611	2.338,142
POTOTA	615,804	1.697.844	71,680	138,299	6.280	77,030	130,845	20.44.02
In wal 1	095 90	218,080					25, 466	343 545
ohabi	(6, 11d)	245,134	-		20.400	NA 343	8,795	320.27
1111010	1 00H 75E	L 020 201			37 376	111 065	2K 231	5 070 41
ndiene.	565 770	2 000 Ollh			51,51,5	175 565	173 HOL	2,010,1
200	195 500	1 913 53H			,,,,,		123 210	1 27/6 55/
Conco	212,021	077 670					AL 016	1 062 50
(datoca)	25. 25R	1 010 100	19 AC	non err	11 168	Kli OHO	1,5 035	1112 065
vences.	273,370	1,521,9162	24,741	77,55	77,477	04,707	120,000	10 44 3,000
ouisiana	457,370	1,002,200	750,27	43,344	- X-X-X-	26.1.00	132,207	1,05/,00
Anne	/0h*/2T	432,073	-	1000	7,273	50,410	20, /40	404,03
faryland	379,142	126,921	8	1,120	2,597	4,697	71,420	1,694,16
Assachusetts	496,516	1,931,440	5,053	15,418	108,216	359,576	154,546	2,520,98
/ichigan	1,643,874	3,402,258	91,085	176,126	49,705	230,287	413,509	4,222,18
finnesota	473,235	1,851,134	•	•	•	•	33,935	1,885,06
fississippi	291,493	1,024,329	4,365	21,811	•	•	71,418	1,117,55
fissouri	576,600	2,013,234	2,793	6,917	107	885	106,144	2,127,17
fontana	82,378	319,618					Ā	319,618
Vebraska	150,940	590,917		•	4,368	15,418	47,245	653.58
ievada	25,835	172,944					12,436	185,350
Wew Hampshire	814.69	257,337	1,904	5,356	14,898	35,951	18,794	317,43
Vew Jersev	625,617	2.019.553					51,3%	2,970,95
Vew Mexico	600.00	357.208	25.232	60.09	40.206	97.154	16,817	532,16
Yer York	1,833,919	6,803,439					912,780	7,716,21
Worth Carolina	568,872	2,165,552	150	417	13,902	34,525	22,667	2,223,16
Jorth Dakota	702.07	290.138	ļ.					290,13
ibio	1 304 168	1 531 672	50 687	127 411	55.056	185,810	132.232	4.977.12
Tri ahoma	270 125	K10 525	25, 803	63, 306	82.065	233, 319	5.315	1.121.46
June and	AR LOA	H50 307	,,,,,	-	3,475	15.586	83,190	90.040
Jregon	100,400	5 019 305	15H 36	TOO RES	77.5	20,62	278 out	5 406 10
emisy tyente	1,067,111	2,017,1900	001 001	700 700			16,69	304.83
(Dode Island	200 253	7,44,440		2			03.752	1 260.00
South Debote	05 110	221 007			.].		7,363	348.37
South Dakots	XC1 7X7	1 526 RSG	28 03t	67.037	\ \ 		63,955	1.658.7
and a second	1 19 250	1 K28 000	27 200	113 701	50 1121	130 006	152.362	5.037.07
lexas	1,113,309	4,030,000	11 713	123, 731 H 130	77,762	136,750	1001	535.65
Townont	51 830	106.659	(4)644				11.548	208,20
rations.	110	1 020 RHH					50.548	1.071.43
Washington	295,460	1,395,349			12,678	59,163	55,636	1,510,14
West Virginia	136,475	478,069	3,092	11,342	49,379	185,219	34,557	809,18
Visconsin	317,430	1,595,332	3,880	14,829	92,667	500,440	109,69	2,180,20
Moming	27,922	109,950	1/LT	989	1,527	20,614	4,697	135,94
nem	14,169	62,822				•	878	63,70
Puerto Rico	253,781	470,649	548,755	895,822	58,882	415,842	40,694	2,001,43
Trust Territory	15,344	41,621	14,482	29,541	88	2,063	0,924	00,14
Virgin Islands	6,059	38,073		;		•	2/2 2/12/2	20.05
Bur. Ind. Aff.	33,953	125,635	•	•	3,342	7,928	3,746	AT 6 1CT

 $rac{1}{2}$ Processing costs included in cost of materials.



Table 9. Number and Cost of School Library Resources, Textbooks, and Other Instructional Materials Acquired for Loan to Children and Teachers in Public and Private Schools, under ESEA Title II, Fiscal Years 1966, 1967, and 1968, by Educational Level and Type of School

	_				V0.0.0		10.00.10			_
T TA		Cost	11		\$77,520,136 83,813,850 82,238,230		2,959,485 3,108,949 2,174,495		5,327,473 ½,330,201 3,539,240	
TOTAL		Number	10		20,530,737 21,522,782 21,939,076		1,298,433 1,589,560 1,005,650		1,243,700 1,064,783 937,813	_
	DARY	Cost	9	•	\$2,524,302 3,586,585 2,983,696	_	42,308 87,813 56,173		230,479 125,997 109,498	
SCHOOLS	SECONDARY	Mumber	8		603,904 844,553 708,104		10,605 27,747 19,647		30,785 86,412 779,633	
PRIVATE SC	ARY	Cost			\$6,967,836 7,246,342 6,688,342		1 53,506 228,721 91,760		608,626 147,599 350,300	
	ELEMENTARY	Number	9		1,849,608 2,099,545 1,973,109		46,264 85,244 38,693		125,218 114,372 53,671	
	MARY	Cost	5		\$25,134,197 28,354,844 29,713,150		1,453,458 1,272,589 1,115,514		2,157,765 967,988 1,008,244	
IOOLS	SECONDARY	Number	.#		6,052,447 6,534,182 7,109,115		78 0, 815 691,925 524,493		239,403 236,964 249,774	
PUBLIC SCHOOLS	FLARY	Cost	3		\$41,544,144 43,283,447 42,853,042		1,310,233 1,519,836 911,048		2,330,603 2,487,617 2,071,198	
	ELEMENTARY	Mumber	2		11,750,260 11,873,003 12,148,748		143,257 149,644 122,817		848,354 697,035 571,693	
Instructional Materials	Cetakory		J	SCHOOL LIBRARY RESOURCES 1/	Fiscal Year 1966 Fiscal Year 1967 Fiscal Year 1968	PEXTBOOKS 1/	Fiscal Year 1966 Fiscal Year 1967 Fiscal Year 1968	OTHER INSTRUCTIONAL MATERIALS $\underline{1}'$	Fiscal Year 1966 Fiscal Year 1967 Fiscal Year 1968	

1/ Detail does not add to totals in columns 10 and 11 since some States reported only totals rather than individual items.

year 1968, about 70 percent - \$57.9 million - went to provide a total of 17.3 million elementary and secondary school library books. As Table 10 shows, three-fifths of the money and somewhat more of the books were for the benefit of elementary school pupils; secondary school pupils got the rest. As in previous years, elementary school library books are considered the materials in critical need. Seven States - Alaska, Arkansas, Georgia, Maine, Mississippi, Pennsylvania, and South Carolina—and Puerto Rico used an exceptionally large proportion of funds in the school library resources category for audiovisual materials. An average of 44 million children a year have participated in the ESEA Title II program in its first three years of operation; however, the 53.2 million school library books made available under Title II have provided only slightly more than one library book per pupil.

Tables 11 and 12, in conjunction with Table 9, provide data on the number and cost of audiovisual materials loaned to pupils and teachers in fiscal year 1968. The \$22.5 million expended for such materials in the school library resources category is about 27.3 percent of acquisitions in this category. The percent increase in expenditures for audiovisual materials processed and cataloged as school library resources indicates continued State and local interest in programs in which instructional and other services related to both print and audiovisual media are administered in a single unified program.

The number and cost of separate audiovisual items, by State and by educational level, may be found in Tables A - D in the Appendix.



Number and Cost of Books Louned to Children and Teachers, by Educational Level and Category of Instructional Materials, under ESEA Title II Programs, Fiscal Year 1968 Table 10.

Caregory of	TER CLAC CIONAL	Category of the Frechoust Favelians, under how itsee at itseems, trace and		· · · · · · · · · · · · · · · · · · ·		
CATEGORY OF INSTRUCTIONAL MATERIALS	BOOKS LCANED TO ELEMENTARY SCHOOL CHILDREN	ANED ENTARY ILIDREN	BCOKS LOANED TO SECONDARY SCHOOL CHILDREN	OANED NDARY HILDREN	TOTAL	
	Number	Cost	Number	Cost	Number	Cost
1	2	3	4	5	9	7
SCHOOL LIBRARY RESOURCES	11,313,976	\$35,305,940	6,031,149	\$22,656,861	17,345,125	\$57,962,801
TEXTBOOKS	013,130	1,002,808	0ካፒ* ተተና	1,171,687	1,005,650	2,174,495
OTHER INSTRUCTIONAL MATERIALS	984°968	1,066,950	94,517	237,409	491,003	1,304,359
TOTALS	12,171,972	\$37,375,698	908,699,9	\$24,065,957	18,841,778	\$61, ⁴⁴ 1,655



Number and Cost of Audiovisual Materials Loaned to Children and Teachers, by Educational Level and Category of Instructional Materials, under ESEA Title II Programs, Fiscal Year 1968 Table 11.

CATEGORY OF INSTRUCTIONAL MATERIALS	AUDIOVISUAL MATER. LOANED TO ELEMENT. SCHOOL CHILDREN	AUDIOVISUAL MATERIALS LOANED TO ELEMENTARY SCHOOL CHILDREN	AUDIOVISUA LOANED TO SCHOOL	AUDIOVISUAL MATERIALS LOAMED TO SECONDARY SCHOOL CHILDREN	TOTAL 1	/[
	Number	Cost	Number	Cost	Number	Cost
SCHOOL LIBRARY RESOURCES	2,112,621	\$13,342,933	1,460,223	\$9,195,675	3,551,661	\$22,493,246
OTHER INSTRUCTIONAL MATERIALS	216,910	1,210,458	126,303	789,689	343,356	2,013,981
TOTAL <u>1</u> /	2,329,531	\$14,553,391	1,586,526	\$9,985,364	3,901,017	}22 , 507, 4⊆\$

 $\frac{1}{2}$ Detail does not add to totals given in Table 7 since some States reported only totals rather than individual items.



32

Table 12. Fumber and Cost of Audiovisual Materials Acquired for Loan to Children and Teachers in Public and Private Schools, under ESEA Title II Programs, Piscal Tears 1966, 1967, and 1968

ــــــــــــــــــــــــــــــــــــــ	, and a	FISCAL Y	FISCAL YEAR 1966	FISCAL YEAR 1967	AR 1967	PISCAL YESE 1968	83 1968	Ē	momar
	LEGIT TO THE PARTY OF THE PARTY	Mirror S. according	(General)		167				2007
		S C	100 F	Number 2/	1031E/	NUTROEF T/	/5280:	Number 1/	Cost2/
				*	7	٥	-	٥	6
	AUDIOVISUAL MATERIALS	2,052,535	\$16,499,187	3,227,634	\$22,153,019	3,901,017	\$24,507,227	9,181,186	\$63,159,433
	Motion Pictures	30,461	. 1	67,035	ı	74,588	05η * η55 * ξ	172,084	
	. Filmstrips	579,856	-	1,111,793	ı	1,426,459	7,773,701	3,118,108	
	Recordings	272,982	1	<i>L</i> ተሪካ	•	596,007	2,676,108	1,293,406	
	Slides and Transparencies	1,30,361	•	638,463	•	913,590	2,105,689	ητη, 586, τ	
	Programed Materials	հ2,074	1	72,960	ı	17,958	392,940	192,992	
	Meys, Charts, etc.	206,780	-	426,901	1	560,678	2,564,826	1,194,359	

1/ Detail does not add to total since some States reported only totals rather than the number of individual items.

2/ Most States reported only total cost rather than cost of individual items,

The first three years of the Title II program saw more than \$63.1 million, or about 23 percent of the total, spent for acquisitions of audiovisual materials. The more than 9 million items thus acquired included motion pictures, filmstrips, recordings (disc and tape), slides and transparencies, programed instructional materials, maps, charts, and globes, in the proportions shown in Table 12. More detailed analysis is not possible because some Stares reported audiovisual materials as totals rather than by breakdown of separate items.

The 3.1 million filmstrips purchased in fiscal years 1966-68 account for almost 34 percent of all audiovisual items. The second most popular audiovisual items were slides and transparencies; nearly two million comprise more than 21 percent of audiovisual items purchased under the Title II program. The popularity and the ease of operation of 8mm film loops may account for the substantial gain in the number of motion pictures acquired under the program - from 30,461 purchased in fiscal year 1966 to 74,588 in fiscal year 1968.

Periodicals and other printed matter, such as documents and pamphlets, represented an expenditure of \$1.7 million or about two percent of the \$82.2 million spent for school library resources (Table 7). This is a



small decrease from fiscal year 1967.

Textbooks

Textbooks accounted for about 2.4 percent (\$2.1 million) of the total amount for acquisitions under the program in fiscal year 1968. This is a drop of \$934,454 from fiscal year 1967 and provided approximately a million textbooks on a loan basis to children and teachers in public and private elementary and secondary schools in 24 States, Puerto Rico, and the Trust Territory of the Pacific Islands.

Of the total amount for textbooks, approximately \$1.1 million, or about 46 percent, went for 461,510 books for loan to elementary school children. The number provided for loan to secondary school children is 544,140, for which a total of \$1.1 million was used.

Puerto Rico reported a larger expenditure for textbooks (\$895,822) in fiscal year 1968 than any other State or outlying area. Only a few States - California, Georgia, Kentucky, Michigan, Ohio, Pennsylvania, and Texas - reported expenditures for textbooks which amounted to more than \$100,000 (Table 8)

Other Instructional Materials

The amount of funds expended in the other instructional materials category declined from \$4 million in fiscal year 1967 to \$3.5 million in fiscal year 1968. Other instructional materials are defined as the same items as school library resources except that they are not processed and cataloged. The decline, both in number of items purchased and funds

expended, reflects growth in the number of centralized school media centers (see Chapter IV). Also, this category is excluded in 23 States, the District of Columbia, the Virgin Islands, and Guam, where school library resources are also made available to many children and teachers in schools without centralized media centers to increase the accessibility and availability of materials.

As reported in Table 7, books account for about 36.8 percent of the total reported for other instructional materials (\$1.3 million). For audiovisual materials in the other instructional materials category, the total reported was \$2.0 million, or 56.9 percent. The amount for periodicals and other printed materials in the other instructional materials category was \$220,890, or about 6 percent of the category. This figure is a decrease from the amount in fiscal year 1967.

Ordering, Processing, Cataloging, and Delivering

The ESEA Title II plans describe all ordering, processing, cataloging, and delivery services that may be included as part of acquisitions costs and establish an allowable cost for these services.

In fiscal year 1968, State departments of education reported \$5.5 million for ordering, processing, cataloging, and delivery services (Table 8). In some States, these costs were not reported separately from acquisition, so that the actual amount expended for these services is probably considerably higher than the amount reported. Approximately 23 cents per item was spent for ordering, processing, cataloging, and delivering the 23.8 million items



of school library resources, textbooks, and other instructional materials. This small cost-per-item indicates that much of the charge for these services continues to be absorbed by local educational agencies, leaving more ESEA Title II funds for buying materials.

Four States--Arkansas, Montana, North Dakota, and Utah - and the Virgin Islands reported no expenditures for processing, cataloging, and delivery services in fiscal year 1968.



IV. STATE PROGRAMS FOR THE STRENGTHENING OF INSTRUCTION THROUGH IMPROVED RESOURCES AND SERVICES

Improvement of School Library Resources

Data on the number of new public school libraries established and the number of existing public school libraries expanded in each State as a result of ESEA Title II programs in fiscal year 1968 appear in Table 13 (including facilities in new school buildings as well as new libraries in old buildings). Forty-four of the 50 States, Puerto Rico, and the Virgin Islands reported establishment of 3,193 new public school libraries. Of these, 2,639 were in public elementary schools serving 1.2 million pupils and 554 were in public secondary schools serving 413,067 pupils.

The number of new public elementary school libraries established ranged from none in six States and three other jurisdictions to 331 in Texas. There were four States - California, Illinois, Ohio, and Texas - where more than 200 new public elementary school libraries were established; in four other States - Arkansas, Kentucky, Massachusetts, and Michigan - more than 100 new public elementary school libraries were organized.

The number of new public secondary school libraries established is smaller because more secondary schools had centralized libraries before the Title II program was established. The range is from one each in Hawaii, Oklahoma, and Mississippi to 133 in Texas. In three States - California, Illinois, and Texas - and Puerto Rico, more than 45 new public secondary school libraries were created.



Number of New Elec. trary and Secondary Public School Libraries Established and Number of Puplis School Libraries Expanded as a Result of ESEA Title II Programs, Fiscal Year 1968, by Educational Level and State or Outlying Area.

In Number of Number of Public School Fuplis Served Number of Existing Public School Libraries Established By New School Libraries Established Expanded Elementary Secondary Total Elementary Secondary Total Elementary Total Elementary Total Total 546 ક 195 1,193 1,193 2,950 2,950 331 1,042 1,042 6,94 1,112 66.5 1,022 2,032 2,093 1,526 1,526 1,526 1,65 13,770 1,560 1,353 223,551 13,992 14,602 1,095 14,968
48,300
48,278
13,868
29,761
68,099
74,250
12,000
13,526
44,194 4,000 25,000 78,585 8,711 5,611 136,873 5,850 14,100 14,906 9,027 5,120 7,732 2,668 44,661 32,169 17,592 1,490 4,463 109,303 47,390 4,551 54,787 5,275 186,313 413,667 14,991 560 3,484 769 78,677 3,378 1,338 8,321 1,158 9,665 15,241 17,500 3,500 145 8,163 2,900 14,849 8,570 892 1,651 30,548 12,743 20,785 3,305 443 1),223,469 28,779 1,000 29,000 29,000 29,000 29,000 29,000 29,000 29,000 29,000 29,000 29,000 29,000 29,000 29,000 29,000 29,000 29,000 29,000 20,000 11,663 48,300 39,957 12,710 52,858 56,750 8,500 8,500 36,031 14,000 25,000 785 185,649 1,338 3,629 124,721 5,000 14,100 13,729 9,027 2,545 124,584 4,832 2,668 23,876 8,872 4,832 4,551 17,320 9,022 598 2,812 78,755 34,647 888<u>888</u>388883 12 11,012 52 얼얼 12 ┞縀잃' 리티뛹강의리 2 8 건얼 ß ' |요 걸었었다 'n 2000日2000年 - 월영 • 12 뭐졌다 1334 택 Pennsylvania Rhode Island South Carolina South Dakota New Jersey
New Jersey
New Mexico
New York
North Carolina
North Dakota Maryland Massachusetts Michigan Minnesota Mississippi State or Outlying Area olorado onnecticut elaware ist. of Col. Table 13. Kentucky Louistana Klehoma lyoming.



Table 14 shows the number of new public school libraries established, and the number of pupils served by these libraries under ESEA Title II during the first three years of the program. During this period a total of 11,680 new public school libraries were established, serving 5.5 million public school pupils. Of these, 10,277 were public elementary school libraries serving 4.6 million pupils and 1,403 were public secondary school libraries serving 939,408 pupils.

Under the auspices of the U.S. Office of Education, a study was conducted during fiscal year 1968 to evaluate the effects of new media centers in elementary schools serving children from low-income families in Buffalo, Cleveland, and Los Angeles. 1/ Certain factors were common to the nine schools:

- 1. ESEA Title II provided the impetus for the establishment of the media centers.
- ESEA Title II was the incentive for an increase in local funds in Los Angeles and Cleveland, and an increase in State funds in Buffalo, for media center materials.



U.S. Department of Health, Education, and Welfare, Office of Education.

Descriptive Case Studies of Nine Elementary School Media Centers in

Three Inner Cities, Title II, Elementary and Secondary Education Act
of 1965: School Library Resources, Textbooks, and Other Instructional
Materials. Washington, 1969.

Table 14. Number of Mew Public School Libraries Established and Number of Puplis Served by These Libraries; Number of Existing Public School Libraries Expanded, Fiscal Years 1966, 1967, and 1968, by Educational Level	s Established and Numbo School Libraries Expa	er of Pupils Serv nded, Fiscal Year	Served by These Years 1966,
LTEM	ELEMENTARY SCHOOLS	SECONDARY	TOTAL
	2	3	7
New Public School Libraries Established Fiscal Year 1966 Fiscal Year 1967 Fiscal Year 1968	3,378 4,260 2,639	259 590 554	3,637 4,850 3,193
Public School Children Served by New Libraries Fiscal Year 1966 Fiscal Year 1968	1,398,489 2,037,175 1,223,469	144,774 381,567 413,067	1,543,263 2,418,742 1,636,536
Existing Public School Libraries Expanded Fiscal Year 1966 Fiscal Year 1967 Fiscal Year 1968	42,346 346,54 3448	19,577 21,924 13,646	61,923 70,596 61,094



- 3. The combined Federal, State, and local funds for annual expenditure for the school media centers were too low to make an appreciable change in the curriculum, teaching methods, or pupil achievement.
- 4. The scheduling policy affected the accessibility of the media center resources and inhibited the impact of the materials in the instructional program.
- 5. Principals and teachers exhibited enthusiasm for the potential of the media center program and materials to induce change.
- 6. The provision of media center resources, staff, and facilities has been instrumental in changing pupil attitudes toward reading and in creating a more critical attitude toward literature.
- 7. The media center programs are in an elementary stage of development; they have yet to become laboratories for learning and an integral component of the instructional program.

The number of inner-city elementary schools with new media centers established as a result of ESEA Title II included in this study is small compared with the total number of schools with new media centers. It may be assumed, however, that the conclusions drawn from the examinations of



these nine schools reflect the general conditions in most of the elementary school media centers in inner cities.

Maintaining and Increasing Effort

The approved ESEA Title II plans establish means of giving assurance that Federal funds made available under the title will supplement and, to the extent practical, increase the level of State, local, and private school funds that in the absence of Federal funds normally would be budgeted and used for the acquisition of school library resources, textbooks, and other instructional materials.

Data on the total expenditures by State and local public education agencies and private schools for school library resources, textbooks, and other instructional materials, fiscal year 1968, were collected by State departments of education and reported to the U.S. Office of Education. These data with respect to public elementary and secondary schools are shown in Table 15. Table 16 sets out similar data for the private school comparison. The figures in columns 4,7, and 10 of Tables 15 and 16, with columns 5 and 9 of Tables 1 and 2, will provide respective per pupil expenditure in the several States for the fiscal year 1968.

School Library Resources - State and Local Funds Expended

As will be seen in Table 15, the total amount expended from State



State and local Expenditures for School Library Resources, Textbooks, and Other Instructional Materials, by State or Outlying Area and Educational Level, Fiscal Year 1968 able 15.

Other Instructional Materials2/3/4/ Elementary Secondary Total \$13,107,581 \$9,831,805 126,454 16,986 601,668 109,752 177,455 81,231 669,273 263,923 700,763 207,893 150 726,153 701,200 543,813 128,380 627,913 64,72E 657,689 320,980 286,891 1,253,382 1,120,558 265 Tes 244,781 956,414 1,250,100 638,389 106,685 1,003,909 380,469 951,305 534,584 11,310 1,334,448 4,355,980 23,450 945,087 3,837,087 5,583,680 946,954 782,746 \$40,049,028 648,331 1,367,256 1,367,131 5,717,386 6,546,654 7,840,054 522,587 7,501,233 16,036,845 3,432,848 2,518,483 Textbooks2/5/6/ 470,346 193,445 313,098 2,532,900 \$31,636,570 \$22,987,946 .80,165 62,051 2,047,310 328,114 3,388,749 550,918 1,246,796 1,862,822 416,452 432,418 309,412 2,308,670 1,187,415 618,840 1,570,026 231,679 896,785 3,157,905 1,967,565 Elementary 234 781 234 781 786 727 264 977 253 504 101 166 School Library Resources 1/2/3/4/
ementary Secondary Total 1,467,472 1,089,720 587,990 1,196,497 3,100,660 1,298,823 72,909 1,142,421 198,282 419,170 272,310 253,975 870,197 159,848 203,086 1,928,444 136,925 5,714,568 1,230,026 228,695 4,271,118 294,887 180,161 123,276 1,961,910 1,697,304 426,626 609,132 609,132 173,415 173,415 352,093 152,194,775 17792,604 17792,636 171,285 171,285 5,515,136 1,203,836 610,841 707,847 335,556 Elementary State or Outlying Area of Col.

No separate figures were reported for elementary and secondary levels for Delaware. Pennsylvania, Maryland, Virg nia, Georgia, Tennessee, Indiana, Ohio, Missouri, Louisiana, Texas, Utah, and California.

436,641 289,957

8,446

320,939

225,416

191,267

31,300

267,058

194,665

312,598 280,000 2,500,000

141,172

1,482,589 371,523 371,523 1,984,050 19,000 19,000 53,341 6,880 6,880

37,000

925,761

363,775

561,986

Textbooks and other instructions! materials were included in the figures reported on school library resources for Indians and Wisconsin.

3/ Other instructional materials were included in the figures reported on school library resources for the Virgin Islands

Is Detail does not add to total for Colorado.

No separate figures were reported for elementary and secondary levels for Delaware, Penrsylvania, Maryland, Georgia, Tennessee, Ohio, Missouri, Louisians, Texas, Utah, and California.

No separate figures were reported for the secondary level for Arkansas.

છ

No separate figures were reported for elementary and secondary levels for Delavare, Maryland, Tennessee, Ohio, Missouri, and California.

ional Materials, by State or Cutlying Area	2/4/5/6/1/
extbooks, and Other Instruction	2/3/4/7/
bures for School idbrary Rescurces, I Fiscal Year 1968	1/2/4/7/
Table 16. Private School Expenditions and Educational Level.	State or

a pue	ducational Lev	er, riscal rea	1,500		1 2 1 2				
State or	School Lib	Resources	775/7/	Texthooks	17/4/E/2		Other Instruc	Other Instructions Meterials	7/9/2/4/2
and desired	Elementary Se	Secondary	Total	Elementary	Secondary	Total	Elementary	Secredary	Total
-	5	3	#	2	٥	6	B	6	q
Totals	\$ 6,050,995	\$3,409,312	\$12,306,626	\$3,892,803	\$1,247,755	\$13,888,120	\$,775,101	\$ 925,481	769.689.75
4	29,242	10,566	39,808	1		1	14,552	380	14,932
	zi Si	2,380	17.58	1	1	1	3,280	576	3,658
	25,433	21,978	11.74			1	10,465	550	11,015
Arkansas			3:001	\$,
California			716,489			1,380.469	,	1	414,025
Colorado	30,201	22,88	62,147				50,399	22,184	72,583
Connecticut	, d	OHO, 175	076,620	705,343	17,102	822,445	169,334	92,625	261.959
Delaware	24,400	€00,00	402,500	,					
Dist. of Col.		100					-		-
Florida	923,(12)	70,101	1,021,000	8,7%	57,109	100,359	\$	10,93/	8,0
Georgia	23,230	73,507	42,230	47,132	15,000	p2,620	10,560	27,700	28,280
Hawaii	102,103	,,,,,	149,201	10,037	29,020	55,093			
Tablo	500,5	3,113	TK, YOU						
Illinois	1,103,002	U50, 104	1,2/0,022	1			ا.		
Indiana			591,212						1
IOWS	150,057	93,195	249,252	161,712	91,645	253,357	,		
Kansas	89,778	35,202	124,980	•	-			-	•
Kentucky	75,826	83,870	159,696	94,013	121,05	144,197	44,306	29,002	73,308
Louisiana	93,154	68,093	161,217	385,045	54.545	442,501		1	1
Maine	1,004	704,405	45,080	-	-	,	,	,	,
Maryland	12,32	144,762	271,(17	7,980	32,239	6.2(0)	39,105	22,403	61,049
Massachusetts	233,001	760,037	400,530	670,945	293,659	100,000	C3667	61.10	86,00
MICHIGAN	393,170	127,440	240,010	42,000	26,000	000,10	300,150	3,6	470,040
Minnesota	WV, C21	32,000	250,000	,			۳,67	12,000	00,00
MISSISSIPPI	100	120	3.7 K.	446 242	802 500	- 472	484	200_11	273 175
MISSOURT	193,010	200	X 36	194(7,310	300,000	1,701,913	111,700	30,4	200,400
Nehraeka	000 09	53,000	2000	220 000	57 000	24.6 cm	1000	· ·	1
Nevada	3.110	1.200	1,319	16.918		19,918	7.228	005	7.728
New Hampshire	17,305	27,515	44,820	61,883	28,835	90,718	26,562	21.959	48,521
New Jersey	214,931	253,195	468,126				94,636	14.654	120,200
New Mexico	 -		34,46		ļ.	137,943		,	22,950
New York	261,261	734,438	1,533,234			,			
North Carolina	32,117	21,550	53,667	23,772	12,034	35,806	8,557	8,178	16,735
North Dakota	22,988	13,629	36,617	19,122	8,096	27,218	3,789	5,334	9,123
Ohio	•		701,047	-		2,065,588	•	1	482,430;
Oklahoma	7,3	23,957	115,291			-	-	•	
Oregon	02,014	40,027	120,041			210 608	2,620	}	2,020
Pennsy Ivente	25	25 750	1,030,132	•		4,101,045	1	-	
THOUSE TRIES	26.00	2716	N HOW					'	
South Dakota	17,50	13 805	107 15	].	
Tennessee	-			,		116.628			}
Texas	594,829	100,052	394,921	 -	 - 		 -	 - 	.
Utah									
Vermont	5,931	6,771	12,702				1,977	3,073	5,055
Virginia	2000	200	* 00				200	- 00	100
Washington	20,243	34,570	93,221				42,379	25,52	02,071
West Virginia	4,951	4,622	9,573	:7,287	11,408	569,695	5,652	3,781	9,433
Throad no	2 050	153	500 4	. 10	9 10	16 3HG	1,309,030	135629	1,195,001
Guam Guam		رکتردت	CO3CO	17, 130	15,000	10 H20			
Puerto Rico			194,887			259,091			69,688
Trust Territory	,	ļ.		ļ -	 - 			ļ.	
Virgin Islands			1	,	 - 		ļ.		

1 No separate figures were reported for elementary and secondary levels for Pennsylvania, Puerto Rico, Onio, Arkansas, New Mexico, and California.

2/ Expenditures for textbooks and other instructional materials were reported in school library resources for Arkansas and Oklahoma.

3/ No separate figures were reported for elementary and secondary levels for Pennsylvania and Pwerto Rico.
4/ Expenditures for school library resources and other instructional materials were reported in textbooks for Tennessee.

5/ No separate figure: were reported for elementary and secondary levels for Puerto Rico.
 6/ No siparate figures were reported for the secondary level in Nebraska.
 5/ Expenditures for school library resources and textbooks were reported in other instructional materials for Ohio and Micconsin.

and local funds to provide school library resources for the use of public school children and teachers participating in ESEA Title II, fiscal year 1968, was \$159 million. Thirteen States - California, Delaware, Georgia, Indiana, Louisiana, Maryland, Missouri, Ohio, Pennsylvania, Tennessee, Texas, Utah, and Virginia - were able to provide only totals, so that no figures could be shown by grade level. Of the rest, \$47 million went for elementary school library resources, and \$41 million for secondary.

The range reported in State and local funds for elementary school library resources went from \$4,100 in the Trust Territory of the Pacific Islands to \$6.1 million in New York. (The \$7 million reported as expended in Wisconsin includes expenditures for textbooks and other instructional materials as well as school library resources). Thirteen States--Florida, Illinois, Iowa, Kansas, Michigan, Minnesota, New Jersey, New York, North Carolina, Oklahoma, Oregon, South Carolina, and Wisconsin--reported State and local expenditures for elementary school library resources over \$1 million. For the other 37 States, the District of Columbia, and four outlying areas reporting, the average expenditure per public elementary school child participating in the Title II program was about \$3.01, an increase of about 45 cents above the amount reported for school library resources in 45 States in 1967.



The range of State and local funds for secondary school library resources ran from \$6,880 in the Trust Territory of the Pacific Islands to \$5.7 million in New York. Fourteen States--Connecticut, Illinois, Iowa, Kansas, Massachusetts, Michigan, Minnesota, New Jersey, New York, Florida, North Carolina, Oregon, Washington, and Wisconsin -- reported expenditures over \$1 million. (Wisconsin's \$4.9 million again includes expenditures for textbooks and other instructional materials as well as school library resources.) For the other States, the District of Columbia and four outlying areas, the average expenditure per secondary school pupil participating in the ESEA Title II program was about \$4.27, only a five cent increase from the amount per pupil reported in 45 States in 1967.

School Library Resources - Private School Funds Expended

Of the \$12.3 million spent to provide schoollibrary resources for the private school children and teachers participating in the ESEA Title II fiscal year 1968 (Table 15), \$6.0 million was used in private elementary schools and \$3.4 million in private secondary schools in the States that reported by school level; some States provided only totals without distinction by school level.

The private school range reported for elementary school library resources went from \$3,119 in Nevada to \$1.1 million in Illinois. (The totals reported by Arkansas, Ohio, Oklahoma, and Wisconsin include expenditures for textbooks and other instructional materials as well as school



library resources.) Thirteen States--Connecticut, Maryland,
Massachusetts, New Jersey, New York, Florida, Hawaii, Illinois,
Iowa, Michigan, Minnesota, Missouri, and Texas -- reported
expenditures over \$100,000. For the 39 States reporting private school
funds expended for elementary school library resources, the average
per private elementary school child was about \$3.10, an increase from
fiscal year 1967 of 38 cents.

For private secondary school library resources the range reported was from \$1,153 in Wyoming to \$734,438 in New York. Nine States reported expenditures over \$100,000--Connecticut, Massachusetts, New Jersey, New York, Maryland, Illinois, Michigan, Missouri, and Texas. (The figures reported for Arkansas, Ohio, Oklahoma, and Wisconsin include expenditures for textbooks and other instructional materials as well as school library resources). For the 38 States reporting private school expenditures for secondary school library resources, the average expenditure per private secondary school child was about \$3.30, an increase from fiscal year 1967 of about 20 cents.

Textbooks - State, Local, and Private School Effort

Thirty-seven State departments of education reported a total of \$40 million in State and local expenditures to provide textbooks for public school children (Table 15). Of this amount, elementary schools took \$31.6 million; \$22.9 million went for secondary school library resources. Thirty States were unable to give textbook



expenditures by school level.

Private school expenditures for textbooks totaled \$13.8 million (Table 16). Elementary school textbooks took \$3.8 million, with a reported \$1.2 million for secondary school textbooks. Textbook expenditures from private school funds were not reported for 27 States, the District of Columbia, the Virgin Islands, and the Trust Territory of the Pacific Islands. No separate figures for elementary and secondary levels were reported by six additional States and Puerto Rico.

Other Instructional Materials - State, Local, and Private School Effort

In 20 States, the District of Columbia, Puerto Rico, and the Trust Territory of the Pacific Islands, the total of State and local expenditures reported for other instructional materials for public school children and teachers was \$34.1 million (Table 15). Six States reported only total expenditures. Of the rest, \$13.1 million was spent for public elementary school children and teachers while \$9.8 million was reported expended for public secondary school children.

Private school expenditures for other instructional materials in 28 States and Puerto Rico totaled \$4.6 million; \$2.7 million was identified as for elementary schools and just under a million for secondary schools (Table 16). Some States reported only totals. Twenty-three States, Guam, the Trust Territory of the Pacific Islands, and the Virgin Islands provided no figures.



Standards for Instructional Materials

In fiscal year 1968, many States continued to develop or revise standards for school library resources, emphasizing provisions for a unified media program and setting new or improved requirement levels.

A number of States have conducted surveys of media collections and services in local education agencies and reported significant gains in meeting standards. For example, in <u>Delaware</u> 37 percent of school libraries now have unified media programs, with 25 percent of school libraries attaining 1960 American Association of School Librarians standards and eight percent attaining Department of Audiovisual Instruction standards (1966) for one or more types of audiovisual materials.

Florida reported substantial gains in the proportion of schools meeting minimum State standards for school library resources. The State accreditation report for the school year 1967-8 indicates that 98 percent of the public schools met the minimum library book requirement of five educationally useful books per student. Forty-six percent of the schools met the highest requirement of 10 books per student. There has also been comparable gain in materials other than books.

Kansas reported: "With the continued use of local, State, and Federal funds, schools now own and circulate approximately 12 books, 5 filmstrips, and one recording per pupil. The newer media such as 8mm film loops, art and study prints, and transparencies are in short



supply. Microform is not being used extensively even in secondary school media centers. At the present rate of local, State, and Federal funding, it will be at least ten years before Kansas schools can meet minimum standards for adequate media center resources."

The Maryland report states: "There is no doubt that ESEA Title II has had a significant impact on building collections of both print and nonprint materials. However, the impact is not as great as we had anticipate because of the lack of full funding. In September 1965, 77 percent of all schools in the State had fewer than 5,000 volumes, the State minimum standard. In June 1968 after three years of Title II, this figure had dropped to 64.6 percent - an improvement of 12.4 percent. In our 1962-3 survey, 61.6 percent of all public schools with centralized libraries had some professional staff. The 1968 survey revealed that 70.5 percent of all schools, public and private, had some professional staff. The discouraging factor is that after three years of Title II funds and greatly increased expenditures by local districts, the State standard for book collections still has not been achieved by 89 percent of the schools in the State."

A study of schools in North Carolina showed that the number of library books rose from 7.4 per pupil in 1964 to 10.2 per pupil in 1968. The number of periodical subscriptions rose from 26 per school to 31.8 during the same period. The increase in filmstrips was from 252 per school in 1964 to 1,313 in 1968. The number of recordings rose from 168 to 1,134 per school.



New Jersey reported an increase in average per pupil expenditures for school library resources of \$2.64 from 1965 to 1967, an increase of about 25 percent. The gain in volumes per pupil over a three-year period was only slightly more than one book per pupil; however, the total library book stock in the State's public schools increased by more than two million volumes.

Rhode Island reported an increase from 3.8 books per pupil in 1965 to 6.2 books per pupil in 1969 - almost 39 percent. The percentage of public schools with centralized libraries increased from 42 percent in 1965 to 88 in 1969. During this same period, the library book budget increased from 66 cents to \$2.80 per pupil.

A study of public school libraries in <u>Oregon</u> conducted in 1967 showed clear progress since 1934 in facilities, collections, budget, personnel, and accessibility of materials. Specific examples:

- (1) The percentage of schools having centralized libraries increased from 72 to 91;
- (2) The percentage of libraries with fully organized materials increased from 73 to 90;
- (3) The percentage of schools having at least 8 books per student increased from 56 to 76;
- (4) The percentage of schools spending \$5 or more per student rose from 9 to 4;



46

(5) The accessibility to library materials and facilities has increased considerably.

The Oregon study showed that the greatest gain had been made by the State's elementary schools. Library staff had increased considerably, from 152 in 1964 to 302 in 1967. The study also cited the most noticeable areas needing improvement, e.g., the 44 percent of schools that fail to meet minimum State standards of 10 books per child, the 40 percent of libraries that lack cataloged audiovisual collections, and the 20 percent that do not have the services of certified personnel.

Coordination

In fiscal year 1968, coordination of the ESEA Title II program, not only with other titles of ESEA but with a number of other Federal financial assistance programs, continued, with consequent gain in educational benegats. State departments of education have encouraged such coordination in many ways. In California, for example, the State Department of Education Committee for the Coordination of Federal Programs was established and met monthly during fiscal year 1968, to coordinate Federal programs to avoid unnecessary duplication of funding and supplanting of district effort by Federal funds, and to provide assurance that critical areas of concern in education are included in the program.

As in fiscal years 1966 and 1967, the most extensive Title II coordination involved programs funded under ESEA Title I and Title III of the National Defense Education Act (NDEA).



In elementary schools serving disadvantaged children, Title I funds are frequently used to obtain media facilities, professional and clerical media personnel, and media center equipment and supplies which are not eligible under ESEA Title II. Title II funds are used to acquire instructional materials such as books, filmstrips, transparencies, recordings, etc.

The scope of Title I assistance in school media programs is illustrated by the following examples:

- California reported that Title I funds were used to obtain media facilities, bookmobiles, professional and clerical media personnel, and equipment.

 School districts were urged to consider the special needs of educationally and economically deprived children in the selection of materials acquired under the Title II program.
- Rhode Island reported that three Title I projects provided for media personnel, remodeled facilities, and new materials and equipment. Use of the media center was a major factor in reading, music, and other projects funded under Title I.
- In <u>South Carolina</u>, funds provided under Title II had
 a tremendous effect in increasing instructional



resources in subject fields. Until funds were available under ESEA Title II, there was only one district library supervisor in the State. There are now 16. Also under Title I, 523 library positions were approved.

 In <u>Vermont</u>, the Title I consultant reported the coordination of programs under Titles I and II, resulting in library service in buildings which had no libraries before. The Title I remedial reading program benefits from the availability of library books, materials, and personnel.

at State and local levels. Media and subject specialists employed in State departments of education with NDEA Title III funds on a matching basis frequently gave consultative assistance in the selection, organization, and use of instructional materials acquired under Title II. ESEA Title II was frequently a source of funds to provide the audiovisual materials needed for equipment used in listening centers, in learning laboratories, and in projection and other equipment acquired under NDEA Title III.

Materials acquired under the NDEA Title III program are frequently processed and cataloged and made available through school media centers.



Other examples of the coordination of ESEA Title II programs with other programs of Federal financial assistance are cited below:

- Georgia reports that an ESEA Title III project designed to improve educational programs in the Atlanta Central City Community has utilized ESEA Title II funds for instructional materials.
- <u>Iowa</u> reports that regional subagencies administering the ESEA Title II program have used ESEA Title VI funds to acquire special education materials.
- Oregon and New York are among States reporting that representatives from the Title II staff serve on Library Services and Construction Act advisory committees or that LSCA staff serve on ESEA Title II advisory committees. Other forms of coordination between LSCA and Title II in fiscal year 1968 include cooperative planning by local school and public library administrators concerning library service to students in the same geographic area and cooperative planning in selection of materials, inservice education, processing, and interlibrary loan.



Staff Development

State departments of education continued their programs of providing leadership, supervision and staff development opportunities to local educational agencies participating in the ESEA Title II program. Many of the States have provided leadership and guidance in conducting inservice training for teachers, school librarians, and audiovisual specialists in the selection, organization, and effective use of media to support and improve the instructional program, emphasizing the concept of the unified media center. Some examples of the variety of staff development opportunities related to school media programs:

- have been effective but limited because of lack of adequate staff on the State level and limited time for this service. Consultative service has been given through State meetings, district or regional meetings, several local programs, meetings with library science classes of the colleges of the State, and through bulletins and correspondence.
- Monte Corona, <u>California</u>, in August 1967 was planned as a result of expressed needs by schools participating in the Title II program. The 200 participants included



school librarians, administrators, curriculum specialists, and audiovisual specialists. The representative personnel who influence the immediate and long-range developments in school library programs met to plan more effective utilization of school library resources, personnel, and services. Authorities in a multiplicity of disciplines and professions helped participants to examine current problems.

- The Title II staff in cooperation with METRO (Metropolitan Effort Toward Regional Opportunity an ESEA Title III project), held a series of five workshops in Connecticut for school librarians in the use and production of instructional material. The objective of these workshops was to increase the effectiveness of school librarians in the promotion of more effective use of audiovisual materials in learning and instruction. A better understanding of the use of a variety of media -- transparencies, mounted study prints, audio tapes, slides, and microfilm -- was provided through actual workshop experience in producing and evaluating these materials.
- The <u>Maine</u> Title II staff has cooperated with reading,

 Social studies, and elementary principals associations
 in conducting conferences on the importance of library

 materials in individual instruction.



58

- A Media Mobile unit was used in <u>Michigan</u> for staff development by six intermediate districts, or combination of districts, for a four to five-week period. Each State school library consultant worked with the district in planning and executing these inservice programs.
- A one-day regional workshop on the utilization of maps and globes for tachers and school librarians was held in New York. Outstanding consultants in education and librarianship, and commercial publishers of maps and globes presented programs dealing with the selection, acquisition, processing, storage, and utilization of this relatively new addition to the resources of the school library.
- Seven regional school library workshops were held in Oklahoma during November and December. The wide range of topics for discussion included intellectual freedom, book selection policies, processing book and nonbook materials, teacher-librarian cooperation in utilization of materials, recruitment, vertical files, school and public library relationships, goals, the use of the overhead projector, and the responsibility



for centralizing libraries.

Puerto Rico with audiovisual coordinators and representatives of private schools to clarify ideas on the preparation of proposals and to provide evaluative criteria in the selection of materials.

An inservice training program for teachers has been conducted throughout the Island by the regional, school district, and school audiovisual coordinators. A general orientation meeting was conducted for 73 newly appointed librarians.

Services to Handicapped Children and Their Teachers

Eligible handicapped children are those enrolled in regular public and private schools which either comply with the State compulsory attendance laws, or are recognized by some other procedure customarily used in the State. Under the ESEA Title II program, school library resources, textbooks, and other instructional materials have been made available to handicapped children according to the relative need of the children and their teachers for these materials. Materials have also been loaned, according to need, to handicapped children in special schools for the mentally or physically handicapped, where education equivalent to that of the public elementary or secondary school is provided.



A number of ESEA Title II State plans made specific provision for handicapped children and their teachers. For instance:

- California has, since the inception of the Title II program in 1965, reserved funds to provide textbooks for the use of visually handicapped children, grades 9-12.

 The materials are obtained and circulated by the Clearing-house Depository for the Visually Handicapped, State Department of Education.
- Indiana reserves for the State Division of Special Education a proportion of the State allotment to provide materials for visually handicapped children.
- Instructional program needs for the handicapped has been established as one of three priorities for approval of Title II project applications in New York in fiscal year 1969.

Instructional materials for the use of handicapped children and their teachers have also been provided in some States through special-purpose grants under the ESEA Title II program. For example:

• Materials are available in the Educational Service Center, Wicomico County, Maryland, to serve handicapped junior high school students participating in a cooperative education-vocational rehabilitation project.



Books, audiovisual materials, and other materials are used in a program designed to help students prepare for and eventually obtain suitable employment.

- Multimedia materials are available to serve the special education needs of handicapped children within the area served by the Board of Cooperative Educational Services, Tompkins-Ithaca, New York.
- A school media center designed to supply appropriate multimedia materials for the use of 150 mentally handicapped children and their teachers has been established at Baldwinsville Academy and Central School, Baldwinsville, New York.

The scope of Title II support of instructional programs for handicapped children is further illustrated by the following excerpts from States' reports for fiscal year 1968:

Arkansas reported that children and teachers in five

State institutions participated in the Title II program,

including schools for the visually handicapped and for deaf

children, a school for mentally handicapped children, two

correctional institutions, and a school located at the

State Tuberculosis Sanatorium.



56

The Connecticut, materials provided under the Title II program were coordinated with the program under Section 313 of Title I, ESEA (Provision for Institutions for the Deaf) to serve children and their teachers at the Mystic-Oral School.



V. SPECIAL-PURPOSE GRANTS PROGRAM IN 30 STATES

Under the ESEA Title II program, special-purpose grants are made to meet requirements of children and teachers in special or exemplary instructional programs. The first annual report of the Title II program discribed briefly the special-purpose grants program in the 17 States where special projects were funded in fiscal year 1967. 1/
The second annual report provided information on the special-purpose projects in 19 States identifying programs serving students with special needs. 2/

In fiscal year 1968, the special-purpose grants were awarded in 30 State. The materials provided under the projects were used in programs with various curriculum emphases, e.g., arts and humanities, vocational education, and social studies. Materials were also provided for the use of students with special needs and to support pupil personnel services.



U.S. Department of Health, Education, and Welfare, Office of Education. First Annual Report, Fiscal Year 1966, Title II, Elementary and Secondary Education Act of 1965: School Library Resources, Textbooks, and Other Instructional Materials. Washington: U.S. Government Printing Office, 1967. pp. 52-60.

^{2/} Second Annual Report, Fiscal Year 1967, Title II, op. cit., pp. 41-54.

Table 17. ESEA Title II, Special-Purpose Grants at a Glance

Number of States with special-purpose grants in:

1966 17 (California, Delaware, Kansas, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New York, North Carolina, Ohio, Pennsylvania, Vermont, Virginia)

1967 19 States

1968 30 States

Number of States adding program for first time in:

1967 3 (New Hampshire, Oregon, South Dakota)

1968 11 (Alabama, Arizona, Connecticut, Florida, Illinois, New Mexico, North Dakota, Washington, Wisconsin, Wyoming, and District of Columbia)

Number of States dropping program in:

1967 1 (Vermont)

1968 0

Number of States increasing amount available for grants in:

1967 2 (New York, North Carolina)

1968 5 (Massachusetts, Nebraska, New York, North Carolina, Virginia)

Estimated number of special-purpose grants in:

1966 150

1967 400

1968 400

Estimated expenditures for materials in special-purpose grants in:

1966 \$5 million

1967 \$8 million

1968 \$7 million



How the Funds Were Spent

During the first three years of operation (fiscal years 1966-68), the estimated cost of school library resources, textbooks, and other instructional materials acquired for use in special-purpose projects amounted to more than \$20 million. The program required no State or local matching funds. The amount represents slightly more than 6 percent of the ESEA Title II appropriation for the three years. During this period, more than 950 special-purpose projects were approved in 30 States for both elementary and secondary schools.

Eligible instructional materials under the ESEA Title II program include library books, textbooks, periodicals, documents, pamphlets photographs, reproductions, pictorial or graphic works, musical scores, maps, charts, globes, tape and disc recordings, processed slides, transparencies, films, filmstrips, kinescopes, video tapes, and other kinds of printed and published and audiovisual materials. The types of instructional materials acquired for use in special or exemplary instructional programs reflect the needs of the children and teachers participating in the programs. There is a constant effort to emphasize the use of the school library as a learning laboratory, providing a sufficient variety of materials for the independent study activities of all students.

Frequently, as schools and school libraries moved toward the development of unified media programs, the special-purpose grants projects emphasized



audiovisual materials. For example, Ohio reported that more than 81 percent of special-purpose grant funds were used for the acquisition of audiovisual materials in the 18 special-purpose grants funded in fiscal year 1968, an expenditure of more than \$412,880.

Under the ESEA Title II program, children and teachers in some elementary and secondary schools have had the use of various kinds of materials not previously available to them, e.g., microform, art prints, music scores, 8mm film cartridges, tape cassettes, video tape, paperback books, etc.

Availability of greater amounts of instructional materials under the ESEA Title II program tends to increase the number of schools which permit borrowing of materials for teacher, pupil, and parent use at home ss well as at school. In many schools, special training programs have been developed to acquaint children, teachers, and parents with the operation of equipment and care of materials.

Open Door To Learning, a brochure developed in the Oregon State
Department of Education to describe the demonstration school library
program in fiscal year 1968, states:

Children at Mt. Vernon Elementary School in Springfield can now take home art prints, filmstrips, film loops, tape, and records, in addition to books and magazines. In one of the older buildings of Springfield, Mt. Vernon serves many children who lack economic and cultural advantages.



The newly organized checkout program increases interest in learning by exciting the student's imagination and stimulating his desire to learn more.

Some projects supporting special curriculum emphases funded through special-purpose grants in fiscal year 1968 are described in the following sections.

Arts and Humanities

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In Jackson, Ohio, by way of example, a cultural resource center has been developed to serve \$105\$ children in grades 1-8 of five rural elementary schools. The multimedia collection of art, music and poetry materials is designed to enhance the cultural development of rural elementary school children.

In fiscal year 1968, the North Carolina Department of Public Instruction used Title II funds to support the acquisition of basic materials to be used in experimental and innovative programs and of special materials not ordinarily considered basic to a school's collection. Printed and audiovisual materials form an in-depth art reference collection for children and teachers in Gates County which they may use to relate art to the total curriculum and to the cultural development of the individual. School library resources in art, music, literature, and history are available for Ashaboro, North Carolina, secondary school students and teachers who are participating in the humanities program.



Governor Thomas Johnson High School, Frederick County, Maryland, is a pilot school for the Yale University Music Program. Records, tapes, and music scores support the music curriculum and are available for students for leisure time use.

Minor ty Groups in American History and Culture

Many State departments of education have made special efforts under the Title II program to encourage the selection of printed and audiovisual materials which treat all ethnic groups with fairness and which increase student awareness of the historical, political, and social importance of minority groups. Special-purpose project grants under ESEA Title II have provided support for independent and group study, reading, listening, and viewing about minority groups.

Examples of programs where materials emphazising the contribution of minority groups to American history and culture are utilized include:

- A media center serving 38,000 students, grade K-8 in 45 schools in New York City, District No. 6, provides multimedia resources on the contribution of Negroes and Puerto Ricans to the history and development of the State of New York.
- Pupils in four elementary schools and a secondary school in Clark County School District, Las Vegas, Nevada, are using materials in programs designed to give them an appreciation of the contributions made to American life and culture by minority groups.



- The curriculum materials center in Worcester, Ohio, houses a special collection of materials in African Studies for secondary school pupils.
- Secondary school students in Troy, Ohio, have access
 to a social studies resource center located in the
 main school media center, the special collection
 emphasizing minority groups in American history
 and their contribution to American life and culture.

Vocational Education

under the ESEA Title II program, instructional materials were made available to vocational education pupils enrolled in regular public and private elementary and secondary schools, according to the relative need of pupils and teachers for instructional materials. Also, instructional materials were made available, according to need, to pupils enrolled in trade and vocational schools which offer education equivalent to that offered by the public elementary and secondary schools. In 10 States, special-purpose grants have provided materials for pupils and teachers in vocational education programs.

Park, New York, are using a model collection of resources pertaining to the field of comprehensive industrial arts. The materials were chosen to support courses in woodworking, metal shop, automotive mechanics, print shop, and plastics.



- Senior high boys and girls in Olmsted Falls, Ohio, are using multimedia materials in connection with a vocational home economics course. These materials assist in giving direction and insight into the dynamics and knowledge of satisfactory marriage and responsible parenthood.
- School library resources provided under ESEA Title II support a pilot program placing emphasis on occupational information in agriculture, auto mechanics, business education, and homemaking at Monache High School, Porterville Union High School District, Tulare County, California.
- The school media program at West Linn High School,

 West Linn, Oregon, creates a climate for learning

 and provides opportunity for individual use of many

 learning materials. Vocational education, academic

 subjects, and pupil personnel services are integrated

 through media. Students have time to sample many curriculum
 interests.
- Students at the <u>New Mexico</u> Boy's School utilize books, audiovisual materials, and laboratory texts in such vocational courses as automobile and machine shop, food service, welding, etc. Tapes, films, and transparencies



support classroom instruction and counseling conferences on proper job application procedures and work attitudes.

• The South Colonie Central School District, Albany,

New York, has established a business education

resource center in a secondary school media center

serving students enrolled in business-related subjects.

The center is equipped with extensive audiovisual

facilities, which are used in secretarial studies,

accounting, and commercial geography.

Staff Development

The numbers of elementary and secondary school teachers who participated in the ESEA Title II program in fiscal year 1968 are shown in Tables 1 and 2. The figures represent teachers whose pupils had the use of materials acquired under the program, not the number of teachers who had the use of professional materials provided to some degree by Title II. Teachers include principals, guidance counselors, school media specialists, or other members of the instructional or supervisory staff. Some special-purpose grants have emphasized service to teachers and have provided materials for use in staff development programs. At a summer inservice program in Novato Unified School District, Marin County, California, new educational techniques designed to create an atmosphere of inquiry and discovery were



initiated, with the inservice activity concentrated on selection and use of media and on effective methods of integrating media into the curriculum.

A media program at Banks Model School, Banks, Alabama, is experimenting with applications of technology to assist in making them more feasible for widespread use. New media now in use include random access equipment, videotape recorders, and individualized program materials.

One of the indirect benefits of the ESEA Title II special-purpose grants projects is their coordination with preservice teacher-education programs. A few States have included, among selectic criteria, consideration of plans for making the project available for teacher training purposes, or for its proximity to a teacher-training institution.

Exemples of laboratory schools enrolling children and teachers receiving special-purpose grants are:

- Stafford Elementary School, student teaching center for University of <u>Alabama</u>, Tuscaloosa;
- Monache High School, Porterville Union High School
 District, Tulare County, <u>Galifornia</u>, student teaching
 center for Galifornia Polytechnic College and San Jose
 State College;



Ackerman Elementary School, LaGrade, Oregon,
laboratory school for Eastern Oregon University.

College and university students who study and work in the special-purpose grants schools have the opportunity to be taught the selection and use of instructional materials in an atmosphere where students and teachers take full advantage of the resources and services of a superior program. Teachers and media personnel work individually with student teachers to instruct them in the effective selection, evaluation, and use of materials in all formats.

Pupil Personnel Services

In a number of States, checial-purpose grants have provided instructional materials for use in pupil personnel services, especially in guidance and counseling. These materials have been made available for use by pupils and teachers according to need.

Elementary and secondary school pupils enrolled in Scioto Valley Local Schools, Piketon, Ohio, are served by a career guidance center stocked with multimedia resources. The availability of these materials supports an interdisciplinary approach to career guidance.

At Buckner Elementary School, Wichita, <u>Kansas</u>, librarians and teachers have selected school library resources with a wide range in form, difficulty, and subject matter. The materials are being used to develop a bibliotherapy approach to meet the educational needs of



pupils. Unique cataloging techniques, individualization of instruction, and staff development are directed toward making the project innovative and exemplary. Guidance materials loaned to pupils at St. Elizabeth High School, St. Elizabeth, Missouri, include sound filmstrips developed by leading authorities covering the four fields of social adjustment, school orientation, careers, and college planning. Students involved in independent study also have access to a microfilm collection. A similar program at White Pine High School, Ely, Nevada, provides students with materials to guide them in making occupational choices, to help them in forming educational goals, and to develop sound study habits.

Cultural or Linguistic Needs of Children and Teachers

In the development of relative need criteria for the allocation of school library resources, textbooks, and other instructional. materials among elementary and secondary school children and teachers, one priority to be considered is the cultural or linguistic needs of children and teachers. Several States have funded special-purpose grants projects under ESEA Title II to support programs that serve such children and their teachers. Special attention is given in these projects to the selection of materials to help culturally and educationally deprived children to acquire more adequate communication skills.

Under the ESEA Title II program, the Harlem Educational Resources Center has been provided with materials for teachers and children in



schools in New York City. The general emphasis is on reading improvement and on English as a second language for Spanish-speaking students.

Funds provided under ESEA Titles I and II were coordinated to establish an exemplary media program at Weed Elementary School, Weed Union Elementary School District, Siskiyou County, California. A variety of informational and recreational materials were selected, with the needs of the pupils from bilingual families a high pricrity. Titles I and II, ESEA, were also coordinated in a Spanish language development program at Penasco, New Mexico. Spanish-language library books appropriate to the interests and abilities of the students are provided.

Secondary school foreign-language students in Independence
Local School District, Cuyahoga County, Ohio, are using media in
Spanish, German, and French to develop their understanding of other
cultures.

Cullman, Alabama, students have made use of foreign-language tapes in three languages. German and French encyclopedias are also available in language classes.

A model media center at Sodus Central School, Sodus, New York, serves a school district with a large migrant population. Specialized meterials are used to strengthen communication skills. The school district operates an extensive summer program and materials will be



made available under the direction of a professional media specialist.

Disadvantaged Children and Children in Inner-City Schools

Some State plans for ESEA Title II have given high priority to schools enrolling children from low-income families, especially children in inner-city schools. Special-purpose grants of instructional materials have helped these schools design special programs to meet the needs of these children. Of the \$20 million expended for special-purpose grants under Title II, fiscal years 1966-68, approximately \$10.5 million, or over 52 percent, went for programs serving nearly 3 million children from low-income families. 3/

Local funds provided a new media center for pupils and teachers at W.C. Handy Elementary School, Florence, Alabama. Large quantities of multilevel, multimedia materials made possible by Title II are loaned from the media center to the 27 classrooms each day. Teachers are able to meet more of the needs and abilities of students at varying levels through the resource assistance of the media specialist.

J/ U.S. Department of Health, Education, and Welfure, Office of Education, Bureau of Elementary and Secondary Education. How ESEA Title II Meets the Educational Needs of Poor Children. A Special Report. February 1969. p. 5.



An exemplary media program established in Sobrante Park Elementary School, Oakland City Unified School District, Alameda County, California, serves to demonstrate the role of a good media program in education. Students and teachers in this urban, middle-to-low socioeconomic community use media extensively as part of the curriculum.

The newly organized media program in Mt. Vernon Elementary School, Springfield, Oregon, serves many children who lack economic and cultural advantages. The objective of the program is to excite the student's imagination and increase his interest in learning. Media in many areas of knowledge and many forms of creative expression are provided to stimulate the interests, appreciations, and curiosities of children.

Early Childhood Education

The age limits of children eligible to participate in the ESEA Title II program are the permissible ages for attendance at the public elementary and secondary schools of the State. Where a State provides kindergarten or prekindergarten education programs for children in public schools, such children are also eligible to participate in the ESEA Title II program.

Early childhood education programs generally include instruction at the nursery, kindergartem, and primary (grades one, two, and three) levels. Title II special-purpose grants in a number of States are



frequently designed to support language arts programs, emphasizing reading skills.

In New York City, an early childhood reading center has been developed to provide enrichment materials for use by children in grades 1 and 2 who are included in the district reading clinic program. The reading center serves students from 34 public and private schools in District 16K and books and audiovisual materials were chosen to strengthen the language arts program and encourage reading. The selected materials give emphasis to urban life and Negro and Puerto Rican heritage.

A multimedia collection of materials is available to pupils, grades K-6, envolled at Brookfield Elementary Schools, Fairfax County, Virginia. Print and audiovisual materials are used in individualized instruction along with appropriate equipment and facilities for the preparation and utilization of various resources.

A model school media program is being developed to serve 400 pupils, grades K-8, enrolled at Henry Hall School, Larkspur Elementary School District, Marin County, California. The program encourages a climate of inquiry and curiosity as a basis for increasing motivation toward learning.



Influence of Special-Purpose Grants Projects on Instructional Programs and Practices

The special-purpose grants projects in the 30 States funding such projects under ESEA Title II in fiscal year 1968 have served not only children and teachers but have provided the opport nity for professional and lay groups to observe superior programs. For example, in Virginia, more than 6,000 observers visited nine schools in the project to see the kind of support a good school media program supplies to teaching and learning. The reports from parents, teachers, school board members, and school administrators who have made these visits have been enthusiastic. They have been able to effect changes in their own local school media programs at least partly attributed to their visits.

A special report on the media program in eight public schools where special-purpose projects were funded indicated that the media program was contributing extensively to the educational programs of the schools. $\frac{1}{2}$



47

80

U.S. Department of Health, Education, and Welfare, Office of Education. Emphasis on Excellence in School Media Programs.

Descriptive Case Studies, Special-Purpose Schools Program,

Title II Elementary and Secondary Education Act of 1965, School

Library Resources, Textbooks, and Other Instructional Materials.

May 1969. OF-20123

Research papers on the effects of the special-purpose grants projects are currently in progress. A study recently completed in California, surveying the schools where projects were funded in fiscal year 1966, reported on the problems and progress of the program, and made recommendations for the future of the program based on the findings of the study. 5/

A report on the evaluation of the special-purpose grant program in Ohio concludes:

School districts having been awarded a special-purpose grant have emphasized in their evaluations that a grant was in many instances a cohesive force in the total education program and the community; that the needs of students and the teachers in other curricular areas were also being evaluated; that changes in instructional approaches had been or were being made; and that the effects of the grant were more far-reaching than had been anticipated. It is also to be concluded that personnel, facilities, and additional funds are necessary to implement and continue the most effective programs utilizing the special-purpose grants.

The special-purpose grants projects funded under ESEA Title II have contributed to the improvement of educational quality and opportunity in the following ways:

Ward, Pearl Lewis. Federal Aid to School Libraries: A Study of the Title II, Phase II Program in California, 1965-66. Unpublished doctoral dissertation. Los Angeles: University of Southern California, 1969. 235p.



- Demonstrated the use of media in school programs of innovative curriculums and instructional techniques;
- Stimulated educational planning and improved educational management in elementary and secondary schools;
- Provided staff development opportunities for school personnel;
- Supported indepth instructional programs in specific
 subject fields;
- Promoted local interest and support for school media programs;
- Contributed to meeting the educational needs of educationally and economically disadvantaged children.



VI. BENEFITS UNDE: ESEA TITLE II TO CHILDREN AND TEACHERS
IN ELEMENTARY AND SECONDARY SCHOOLS OPERATED FOR
INDIAN CHILDREN BY THE DEPARTMENT OF THE INTERIOR

In fiscal year 1968, the ESEA Title II program served 50,178 children and 2,093 teachers in 226 elementary and secondary schools operated for Indian children by the Bureau of Indian Affairs, Department of the Interior (Table 1). This is a small decline in number of schools enrolling the children served but a small increase over fiscal year 1967 in number of children participating in the program. The decline may be due to changes in school organization. Of the \$141,807 allotted to it under Title II in fiscal year 1968, the Bureau of Indian Affairs spent \$137,106 (Table 4). Almost the entire amount was used for acquisitions with only \$4,701 for administration of the plan.

Of the \$137,105 expended for acquisitions, \$3,542 was spent for ordering, processing, cataloging, and delivering the 37,295 individual items of school library resources and other instructional materials (Table 8). This represents an expenditure of only about 10 cents per item, an average decrease of about 2 cents per item in fiscal year 1967. The Bureau of Indian Affairs undoubtedly continues to absorb the major costs of these services, using the ESEA Title II funds for materials.

Priority in the program continued to be given to school library resources, with second priority going to other instructional materials. Textbooks are excluded from the program because of the critical need



for materials in the other two categories. School library resources accounted for more than 94 percent of the \$133,563 for instructional materials loans to children and teachers in the schools operated for Indian children by the Bureau of Indian Affairs.

Of the \$125,635 spent for school library resources, \$89,382 or almost 73 percent was used to make available 27,336 library books (Table 8). An average of 48,681 Indian children participated in the ESEA Title II program in fiscal years 1967 and 1968 with access to a total of 53,954 library books (about 1.2 library books per child) during that period.

Audiovisual materials account for about 27 percent of the total cost of school library resources (Table 18). The amount expended for such materials increased from \$19,247 in fiscal year 1967 to \$33,203 in 1968. This substantial increase indicates interest in providing Indian children and their teachers with a wide variety of materials for learning. No audiovisual materials which were not processed and cataloged were purchased in fiscal year 1968. In fiscal year 1967, \$6,608 had been spent for such materials.

The number and total cost of separate audiovisual items made available under the ESEA Title II program in fiscal year 1967 and 1968 are shown in Table 19. There had been no motion pictures purchased in fiscal year 1967; however, in fiscal year 1968, 149 motion pictures were bought. This probably accounts for the increase in expenditures for materials although there was actually a decrease in number of



Total Number and Cost of Books and Audiovisual Materials Loaned as School Library Resources and Other Instructional Materials under ESEA Title II Programs, to Children and Teachers in Schools Operated for Indian Children by the Department of the Interior, Fiscal Years 1967 and 1968 Table 18.

CATEGORY INSTRUCTIONAL MATERIALS	FISCAL YEAR 1967	2ar 1967	FISCAL Y	FISCAL YEAR 1968
	Number	Cost	Number	Cost
Ĵ	cv	3	4	5
SCHOOL LIBRARY RESOURCES				
Books	26,049	\$71,092	27,336	\$89,382
Audiovisual Materials	4,719	19,257	5,475	33,203
Other Printed Material	ı	ı	1,142	3,050
OTHER INSTRUCTIONAL MATERIALS				
Books	9,302	8,795	756	2,694
Audiovisual	1,623	6,508	1	,
Other Printed Materials	ı	:	2,586	5,234



Table 19. Number and Total Cost of Audiovisual Materials Loaned to Children and Teachers in Schools Operated for Indian Children by the Department of the Interior, under ESEA Title II Programs, Fiscal Years 1967 and 1968

ITEM	FISCAL 1	YEAR 1967	FISCAL Y	EAR 1968
1	Number 2	Cost	Number	Cost
AUDIOVISUAL MATERIALS		\$25,865		\$33,203
Motion Pictures	0	-	149	-
Filmstrips	3,844	-	2,441	-
Recordings	1,367	-	1,526	-
Slides and Transparencies	853	-	618	_
Programed Materials	130	-	14.14	Godu
Maps, Charts, etc.	148	-	697	-



audiovisual items. Motion pictures are somewhat higher in cost than other audiovisual items.

Another outstanding increase in audiovisual items was for maps, charts, graphs, and globes, where the number purchased in fiscal year 1967 was more than quadrupled in fiscal year 1968.

The amount expended in the school library resources category for periodicals and other printed matter such as documents and pamphlets in fiscal year 1968 is \$3,050, or slightly over one percent of the funds in this category.

For other instructional materials the Bureau of Indian Affairs spent \$7,928, or about six percent of the amount for acquisitions.

Books account for about one-third - \$2,694; other printed materials - documents and pamphlets - account for the remaining \$5,234. The greater proportion - 77 percent - of materials purchased for the use of Indian children and their teachers under the Title II program in fiscal year 1968 was selected for the use of elementary school children and teachers, at a cost of \$103,053; \$30,510 was spent for materials to be used by secondary school pupils and teachers in the Indian schools.

The Bureau of Indian Affairs reported the establishment in fiscal 1968 of 17 new elementary school libraries serving 3,493 Indian elementary school children. The fact that these libraries serve relatively small groups of children indicates the effort to establish centralized collections in schools with small enrollments.



82

No new secondary school libraries were established by the Bureau under ESEA Title II; however, libraries in 14 of the 15 secondary schools participating in the program were expanded. Existing collections in 93 elementary schools were also expanded during this period.



VII. THE STATES REPORT

In fiscal year 1968, the ESEA Title II coordinators, State school library supervisors, and other State department of education personnel were asked to respond to a number of questions concerning the ESEA Title II program. Their answers, besides providing information on additional needs for materials to support instructional programs, for staff to increase the accessibility and utilization of materials, and innovations or special ways by which instructional programs were strengthened through the program, also provide evidence of ESEA Title II program impact and its effect on children and teachers in public and private schools. Some samples:

Delaware

... Through special-purpose grants, schools without libraries were offered a basic collection of elementary books on condition that proper facilities and staffing would be provided locally. Four new elementary school libraries were established in this manner....

Based on quantitative standards for materials, books are needed in 75 percent of Delaware schools, recordings in 98.4 percent, filmstrips in 91.8 percent, and transparencies in 93.5 percent of schools. Putting it another way, 252,800 recordings are needed to meet national standards. At an average cost of \$5 per recording, more than 3½ times the Title II allocation for Delaware would be needed for recordings alone.



Materials alone do not assure quality education.... 78 percent of schools in the State employ certified library personnel, but 50 percent of these schools have only part-time certified personnel. Between 19 and 20 percent of school districts in the State employ a library supervisor or coordinator.... Teachers were assisted individually and in groups in selecting kinds of materials needed to carry out instructional programs. Efforts were most successful in districts that were making a systematic effort at curriculum revision, assisted by all State supervisory personnel.

Indiana

Although the evaluation of Title II must be somewhat subjective, it is becoming more apparent that the program has had a tremendous impact, especially in establishing libraries.... Of the 3,000 public and private elementary and secondary schools in the State, it is estimated the number of schools without libraries at the end of the 1969 school year will be reduced to 350.

Additional services for children and teachers, such as system materials centers and processing centers, are being considered or established.... There is a definite shortage of library and audiovisual personnel and the shortage of qualified library supervisors is becoming very obvious.... Since over 1,200 schools had no libraries at the beginning of the 1965-6 school year, and since so few are close to meeting Indiana Basic Guidelines, Indiana still has a great need at all levels in all subject fields of each type of material available under Title II.



Iowa

A real impact of the ESEA Title II program in Iowa has been felt during fiscal year 1968.... Since there has been a great inadequacy in school library resources throughout the State, the importance of Title II in helping to fulfill this need is being realized.... Teachers, parents, and private school personnel are particularly pleased with the program as the children in all elementary and secondary schools are being given the opportunity to utilize the materials available under the ESEA Title II program.... In Iowa there continues to be a greater need for school library recources at the elementary level.... Trained librarians and audiovisual specialists at the local level would also strengthen the ESEA Title II program in Iowa.... Staff development programs for teachers are being acquired at the local level so that materials may be more effectively utilized and the value of them fully realized.

Louisiane

ESEA Title II has made it possible to increase the number of library books per child. Many schools now have centralized libraries either as a direct or indirect result of Title II.... Teaching has been greatly enhanced as ε result of the many materials made available through Title II. As a result of this program, students now have a greater variety of books and audiovisual materials from which to choose. Teachers also have a greater variety of materials to use as reference sources. Many students are now able to take materials home, where before Title II, this was an impossibility.... Materials still lacking for quality instruction at both the elementary and secondary levels are all types of printed and audiovisual materials in language arts,



social studies, mathematics, and science. Professional materials for teachers are also lacking.... To increase the availability and utilization of materials, additional State education agency personnel, including library supervisors, consultants, and clerical and technical assistants, are needed. Centralized libraries are needed in 11 percent of the schools in Louisiana. The number of schools without centralized libraries has been decreasing each year since the advent of ESEA Titles I and II....

Maryland

Title II has had a definite impact in increasing the utilization of materials, but the impact varies according to the amount of materials received by a school.... Children enrolled in schools which received special-purpose grants or grants for establishing new libraries have been greatly affected and the use of all materials in the school has increased considerably. The most obvious impact continues to be the utilization of audiovisual materials.... The wide variety of materials.... has enabled schools to try new techniques and new approaches to learning problems. A real contribution has been made to the trend away from the teacher dominated, lecture-oriented approach.... The addition of materials for a wide range of levels of ability has enabled schools to provide many more instances of individualized instruction.... Curriculum centers and professional libraries... made possible better staff development programs and upgrading of professional competencies both in knowledge of subject areas and in techniques of instruction.



Michigan

Each year of Title II has seen progress in the development of media programs, but few Michigan schools meet standards either in number of available materials or in local expenditures for materials... Many schools which were formerly book oriented have begun to add audiovisual materials and develop unified media programs... Inner-city school programs serving high concentrations of disadvantaged students were strengthened by additional allocations of materials under Title II.... The resources from Title II drew attention to materials and required teachers to aid in the selection of materials. The survey of existing materials brought attention to some little-used materials.... School personnel have begun to think seriously about the effective use of materials. Teachers have made better use of resources already in the school as well as those new ones provided under Title II.

Montana

Since ESEA Title II is providing 50 percent more resources for the use of children and teachers, the impact is becoming evident. Elementary schools are reporting a greater use of books in their reading programs. Since many schools do not have balanced collections, supervisors are urging librarians to use Title II funds to develop collections that will meet the needs of the curriculum.... The importance of Title II cannot be overestimated. The program has wide participation with few problems. Increasingly, school administrators are becoming aware of the meaning of quality resources. Reports have been received from smaller schools that



children are looking forward to the shipment of materials loaned under Title II... The greatest need is the acquisition of basic library collections. Many elementary school libraries are not centralized.

All schools are becoming aware of libraries as media centers... In secondary schools, there is need for reference materials and nonfiction.... The availability and utilization of school library resources would increase if elementary schools had the personnel to develop central libraries.

Supervisory services are needed to assist schools in the selection of quality materials and to guide them in development of libraries....

Nebraska

with the financial aid offered by ESEA Title II has come increased emphasis on the library as the core of the school.... Since the first year of participation in Title II, local school budgets for library facilities have increased noticeably. In the first year of operation, the combined total of Title II and the increased local funds extended the purchases for library materials 86 percent over the previous year.... Since the first two exemplary programs were established, over 3,000 visitors from 48 States have observed enthusiastic elementary school students in unified media programs.... Many educators in Nebraska feel that the single greatest value of Title II in the State is the impact which the special-purpose grant programs have had. These programs have shown what should be available to all children in the State....



Nevada

Title II funds have encouraged school districts to embark upon new avenues in search of educational variation and improved instruction through a multimedia approach... Newer, more effective books and materials have been made available in greater quantities than ever before. This, coupled with increased emphasis on individually tailored programs—the discovery method, the concept approach—has created improved, more readily available instructional opportunities for children.... The concept of the library as a media and learning center has grown in popularity.... Reports establishing relative need in the school districts indicated that quality instructional materials are still in short supply in social studies, language arts, science, and mathematics. The types that are particularly needed are filmstrips, both tape and disc recordings, transparencies, and films or film loops....

New Hampshire

Based on school visitations and conferences held with school librarians and administrators, it is our belief that the Title II program has contributed significantly to the improvement of educational opportunities for children and teachers in New Hampshire schools. We still have a large number of small elementary schools that do not have central libraries. However, the flow of materials made available through the Title II program has made it possible for these schools to expand existing collections....

Insofar as we are able to measure, we believe the reaction to the Title II program of parents, teachers, school librarians, school administrators, and



95

the general public has been favorable. Some frustration has been experienced in delays involved in obtaining materials. Improvement is also needed in coordinating private and public school interests in the selection of materials under the provisions of Title II.... It is our belief that school library resources for use in elementary school libraries represent the greatest need at the present time.... The problem of providing qualified librarians in our elementary and secondary schools continues to plague us.... There were 91 full-time librarians reported in our schools in 1967-8, in contrast to 41 reported for the previous year.... The degree to which Title II materials have increased the utilization of available materials varies greatly from one school to another. Distribution patterns vary from one union to another, partly because of varying distances and travel facilities. However, without the impact of Title II materials, many of our schools would doubtless be still relying on textbooks and encyclopedias, unaware of the mystad materials available for providing a total learning environment.

New York

At the end of third year of Title II, the impact of the increased utilization of school library resources on the instructional program is testified to by schools in all areas of the State. The tremendous improvement in the availability of materials in terms of quantity, quality, and scope has resulted in the adoption of new teaching methodologies which emphasize individualized instruction and independent study and inquiry.... The greater availability of school library resources provided by Title II has accelerated the acceptance of the instructional materials concept and prompted establishment



of multimedia school libraries.... Reports submitted from the field reveal not only a general increase in local financial support of the school library program, but also a proportionally greater increase for nonbook materials.... The use of 20 percent of the State allocation for special-purpose grants has met critical needs by establishing outstanding library materials centers, regional material centers, and collections of materials to support curriculum and program needs. Reserving five percent of this amount to establish elementary school libraries in buildings without this service has resulted in the establishment of 23 new elementary school libraries. The percentage of elementary schools without central libraries has dropped from 40 to 25.

The Bureau of School Libraries in cooperation with the Division of the Humanities and Performing Arts sponsored a conference for school administrators and school board members on the current trends in education for the performing arts. Other inservice programs included workshops on the utilization of maps and globes, school-public library relations, and ll one-day regional conferences providing guidance to school district personnel on Title II policies and the preparation of grant applications.

Ok! ahoma

One of the greatest changes that has resulted in the acquisition of materials under ESEA Title II has been the centralization of elementary school libraries.... Title II has had a tremendous impact on the improvement of the instructional program and the education of boys and girls in Oklahoma. The influence of Title II is much greater than the increased amounts of materials.... There is evidence of a new awareness of the importance of the

place of a well-equipped media center in the total instructional program....

New books, filmstrips, transparencies, and other instructional aids are in evidence and in use.... Many of the smaller schools where help is limited and where there is no professional library personnel are far short of minimum standards in library materials. This is more evident in the elementary schools than the high schools but unsatisfactory conditions exist at both levels. Very few schools have an adequate quantity of teaching aids.... One of the greatest needs in Oklahoma is for more trained media personnel out in the schools - people who know what materials are available, know what to purchase, and who can show classroom teachers how to use such materials in their classrooms....

South Carolina

Title II has served to increase the utilization of school-library resources by both teachers and children. It has made available materials to meet the varying needs and interests of children. The teachers have become more aware of the value of materials other than textbooks in their teaching; pupils have found material they can use and need from the standpoint of both curriculum and reaction.... One-third of the elementary schools still fail to meet minimum State standards for library books. The large majority of the secondary schools report that they reach the minimum standard, but the average secondary school library is sadly in need of purging old and obsolete books, and replacing them with modern books. Both elementary and secondary schools are seriously deficient in audiovisual and other teaching materials.



Tennessee

Local school media specialists, curriculum and subject specialists, and other personnel in local schools assisted in the administration of the Title II program through involvement in evaluating existing materials collections, selection of needed materials, and assisting individual teachers in the selection and utilization of appropriate materials....

Advisory groups were utilized on the local level in selection and evaluation activities.... Title II has helped to supplement and generally increase the variety of instructional materials made available for the use of children in both public and private schools.... The provision of materials has contributed to the improvement of instruction by making possible the expansion of the school curriculum, allowing different approaches to instruction such as individualizing instruction and allowing students to pursue independent learning, by creating an awareness on the part of teachers of different methods and materials of instruction, and by introduction of organized selection, housing, and utilization of learning materials.

<u>Utah</u>

Federal funds under ESEA Title II were used to supplement and increase the level of State, local, and private financial effort to provide materials....

The annual report provided statistics from each school district. The increase could be noticed for each school year.... Through the encouragement of Title II, special-purpose grants helped develop an individualized program for students in grades four, five, and six of ten elementary schools. The project,



known as Utah Instructional Systems Project (UISP), will demonstrate changes in staffing patterns, using professional and paraprofessional personnel, and in individualizing the curriculum.... Fourteen Statesponsored regional staff development programs were held for the purpose of discussing details of the ESEA Title II program and its relation to other Federal programs.... Title II materials contribute to improvement of instruction by supplementing subject areas of the curriculum....

Increasing the instructional resources in elementary and secondary subject fields has made it possible to have many materials available in classrooms.

Teachers are able to operate more effectively when they have sufficient teaching material. Students are given more opportunities to work independently or in groups when sufficient material is available....

Vermont

The impact of the Title II program on the improvement of educational opportunity for the children and teachers in public and private elementary and secondary schools continues to be strongly felt throughout the State. The purpose and availability of these funds, coupled with the cut-off date for secondary schools to meet State minimum standards, have done much toward greatly improving library services in the high schools... All types, grade levels, and subject fields of materials in the categories need strengthening to improve the quality of instruction.... While there is still much room for improvement toward meeting standards, the State has made real progress. More libraries are nearing the goal of five to ten books per pupil, and most



schools are adding new media to their collections.... The impact of Title II continues to be felt in increasing strength. More people are talking about "instructional materials centers" in elementary schools as well as secondary schools. More pupils are being exposed to wider use of added materials. Generally speaking, Title II has done more for school libraries in Vermont in two years than anything else in ten years....

Trust Territory of the Pacific Islands

In most districts, the most significant impact of the Title II program has been the utilization of audiovisual materials. The instructional programs of many schools has been greatly enhanced by use of these materials. Teachers, especially at the secondary level, are gaining a greater awareness of the impact and potential of Title II as more of them are asked to evaluate specific materials.... Probably the most enthusiastic support for Title II came from subject specialists who were helped to find ways to explore use of a variety of materials to locate those that have the greatest value and potential for this area.... Except for materials used in the teaching of English as a second language, all types, levels, and subjects in the elementary schools are still lacking for quality materials.... The situation in elementary schools is difficult to describe but it is a certainty that with each year, more school children, especially in the remote areas, are being introduced to reading.... Our secondary schools, where language problems are less complex, are able to employ a well-rounded program with utilization of a variety of instructional materials to a much better advantage....



Virgin Islands

Because of the close working relationship between all educators in the Virgin Islands, intensified by acute needs in all areas of instruction, there has been no lack of utilization of materials purchased under Title II....

Emphasis has been placed on the acquisition of school library resources, expansion of secondary school libraries, and a program to develop elementary school libraries.... Data from private schools indicate that Title II has acted as a stimulant for the development and expansion of library programs....

By providing materials other than formal textbooks, it is now possible for school programs to provide for more individualized instruction and learning.

This is extremely important in view of the tremendous variance of backgrounds between many of the teachers and students in the Virgin Islands.



APPENDIX

Supplementary Data on Numbers, Cost, Types of Audiovisual

Materials Acquired under ESEA Title II Programs,

Fiscal Year 1968, by Category

and Educational Level



80,093 35,984 776,788 85,841 1,021,476 1,93,648 Table A. Number and Total Cost of Audiovisual Materials Loaned to Elementary School Children and Teachers as School Library Pesources,
by State or Dutlying Area, under ESEA Title II, Fi cal Year 1966 Total Cost 14,396 15,35,691 11,006 16,091 16, 55,269 Total Number 11,501 1,364 9,337 15,652 529 5,414 6,354 5,656 501 11,168 4,132 4,132 21,042 21,042 5,1042 5,1042 6,773 10,099 8,418 8,418 8,418 8,418 8,33,353 33,353 15,77 11,961 2,000 743 2,690 1,809 1,518 1,87 487 965 Maps, etc. 11,021 Programed Instruction Materials 1601 280 748 64 502 3,478 1,870 2,572 399 2,938 287 246 1,976 767 1,497 202 11,351 10,302 517 11,267 14,367 32,219 6,095 13,365 Slides and Transparency 25,248 11,292 18,099 16,443 252 252 17,407 1,159 5,189 841 16,198 334 20,453 6,051 11,145 2,198 2,645 2,645 9,404 805 20,357 32,537 2,580 6,279 463 11,987 9,555 937 22,300 94 94 160 봆 1 3,922 7,794 8,414 5,098 7,799 20 20 20 8,828 14,618 1,964 16,416 20,591 10,300 Recordings 1,034 1,382 Filmstrips 16,412 1,668 7,848 23,568 23,568 9,768 4,209 2,381 6,463 14,663 1,081 14,772 14,772 23,521 575 16,925 1,179 19,792 98 3,292 27,600 376 1,811 54,465 6,299 97,443 97,443 11,299 113,666 21,705 5,443 2,693 26,455 20,41;2 Motion Pictures 1,027 1,027 1,027 1,575 1,064 354 4,082 978 978 5,993 128 1,212 29 109 323 93 3, 303 1, 1,018 265 Guam Puerto Rico Trust Territory Virgin Islands Bur. Ind. Aff. Nevada New Hampshire New Jersey New Mexico New York North Carolina Pennsylvania Rhode Island South Carolina South Dakota Tennessee Totals
Alabama
Alabama
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California
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Florida
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Florida
Florida
Hawaii Outlying Area Maryland Vebraska)klahoma



by Sta	ate or Outly	ng Area, under ESEA	SEA Title II Pr	ograms, Fiscal Ye	ar 1968		**************************************	CTETTET HELETTS
State or Outlying Area	Motion	Filmstrips	Recordings	Slides and Transparency	Programed Instruction Materials	Mans. etc.	Total	Total
	2	3	7	5	9		B	300
Totals	3,545	63,054	31,545	1	£6.9		216,910	\$1,210,458
Alsbama	1	712	409	214	306	209	1,851	74,000
Alaska	1	1	1		,		1	
Ari zona	66	398	157	945	55	375	2,026	8,712
Arkansas	1	1		-	-			
California		-			-			1
Colorado	1.64	6,301	4,854	5,213	729	3,307	20,568	117,608
Delameter	· ·	25	-		08	17	- 25	769
Dist. of Col.		3		\ \ \ \ \ \ \ \			,	
Florida	15	457	314	129	71	2.258	3, 487	
Georgia	Ng.	647	159	197	6	525	2,305	56.255
Hawaii	1						1	77-127
Idaho	5	1.207	106	881	820	1.600	5.417	27.031
Illinois	H	687	63,	1,487	512	T out	5.270	40,253
Indiana	82	5,475	2,046	1,884	402	3,036	15,964	65,976
Town						,		
Kansas		-			,		1	
Kentucky	19	232	362	182	116	810	1,820	18,018
Louisiana	\ \ \ \ \ \					\ \ \ \ \	1	
Maine	-	16	95	1	76	17	280	1,146
Maryland	} - -	1115	191	397	62	105	1,142	3,299
Massachusetts	132	5,138	1,792	2,572	578	1,736	11,948	66,972
Michigan	123	9,746	6,700	3,982	475	8,072	29,698	140,566
Minnesota	1		1		,			
Mississippi	1	ı	1		1			,
Missouri	1	,	•	•			1	
Montana				1	-	1	1	
Metrado		17.	0	30		65	200	±2/2.4
Mer Hamnshire	· · ·	·	· -	,			2,004	12,187
New Jorsey	-						-	1
New Mexico	38	2,484	1,264	1,985	364	7,510	13,645	43,709
New York	1							
North Carolina	9	191	191	219	ή9	983	1,708	12,085
North Dakota	1	1	•	,				
Ohio	24	2,179	1,262	3,913	224	2,502	10,390	56,58
Oklahoma	8	1,213	1,6/4	1,622	392	1,402	0,340	#1,00/
Oregon	٥	200	57.1	133	07	174	8	2,024
Pennsy Lvania	1	1					. .	\ \ \ \ \
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Itah						1		
Vermont	,	 - -	1				 	
Virginia	,					1	_	
Washington	5	008	757	1,070	273	1,231	4,136	16,745
West Virginia	1,493	3,238	2,232	1,714	555	651	9,888	54,900
Wisconsin	23	.1,444	4,400	74,17	60	2,319	29,530 Ron	502,327
Guerilg		203	-					
merto Rico	387	9.260	236	3,848		12,471	26,202	152,687
Trust Territory		志		,		919	200	1,179
Virgin Islands		,				1		
Bur. Ind. Aff.				 		1	1	



State or Outlying Area	Motion Pictures	Filmstrips	Recordings	Slides and Transparency	Programed Instruction Materials	Maps, etc.	Total Number	Total Cost
Totals	36,187	, 424 425	215,341	447,252	24,749	175,412	1,460,223	\$9,195,675
Alabams	459	7,140	2,995	9,631	199	1,471	21,865	127,711
Artzona	679	3.905	3.535	707.86	138	6.376	27,077	76.03
Arkansas		1,112	5.5	222		334	2,224	15,568
California	5,495	27,002	21,538	19,486	3,210	13,840	90,571	736,563
Colorado	253	3,658	1,267	5,251	265	2,199	11,893	59,791
Connecticut	277	7,202	746	10,931	900	2,00,2	24,709	203,039
To the state of th) F	3 010	334	210	- 22	3	1,547	10 216
Florida	576	24.701	10.221	24.587	142	13.943	74.170	290,194
Georgia	152	2,245	2,035	2,707	153	144	7,436	34,307
Hewail		5,082	7,464	2,500	,	2,238	17,284	40,510
Idaho	6	2,161	988	696	58	1,345	5,428	26,765
Illinois	3,328	24,377	12,178	24,653	572	6,878	71,986	717,922
Indiana	1,160	50,995	9,392	42,950	306	15,350	90,153	372,261
Icwa	3,907	268	1,765	1,477		642	8,059	325,203
Kansas		-	200	-		1000	51,183	25,912
Kentucky	256	120,0	4,(32	1,027	337	2,301	010,01	185,179
Coursiana	100	2000	4,002	702,21	COT.	2,010	100	10000
Manne	287	10 018	5 351	15 036	151	10,4 7	20 05	165 613
Massachusatts	7773	8.563	6.510	14,514	器	2,399	33.605	165,620
Michigan	1.661	18,386	20,869	34,315	1,289	22,442	116,962	426,016
Minnesota	917	8,155	7,326	10,337	,	,	27,035	250,739
Mississippi						1		•
Missouri	191∖	8,261	5,769	14,699	338	7,236	36,767	158,342
Montana	1.01	986.		504.7		125	טאיז יון	I No. Il
Neoraska	100	4,109	77,715	0,103	100	320	24,47	33 001
New Hampshire		(3)			,		5,108	26.988
New Jersey	920	18,871	8,768	15,910		6,038	50,473	642,004
New Mexico	28	2,331	727	1,069	170	505	4,830	31,761
New York	777	32,151	8,271	22,167	3,456	11,697	78,518	465,534
North Carolina	1,190	23,837	12,330	19,483	523	6,580	63,943	341,991
North Dakota	28	1,270	611	163	34	2227	2,633	17,119
Ohio	3,601	11,374	9,003	24,250	1,476	3,220	27,310	500,514
Oklahoma	297	4,503	7,270	1,397	201	5 1117	25,075	169 931
Oregon	,,,173	1,5341	0,169	12 572	24.0	71117	12 POS	20112
Phode Teland	120	417	225	305		343	1,414	7,508
South Carolina		6,026	139	2,471		2,202	10,838	72,200
South Dakota	8	3,735	938	3,782	133	338	8,982	31,976
Tennessee	540	12,186	3,356	3,305	265	÷.	19,986	170,692
Texas				•		•	74,212	453,409
Utah	•	,	,	200		100	0,271	122,500
Vermont	PIC	000	35	267	100	101	21,047	01000
Virginia	1,021	10,370	7,032	14,437	7 207	3, 285	15.070	200,412
Washing con	335	77,017 6 088	2 530	7,018	留	1.562	19,050	136,107
Mean Vilking	107	18,720	4.220	14.020	,	5,255	42,322	296,265
Mycoming	89	125	248	516	-	8	1,348	17,764
Guam] - 	418	189	122		163	892	htn 9
Puerto Rico			,	,				
Trust Territory	19	373	σ	72		51.5	200	2,272
Virgin Islands	165	8	9	31	16	±01	#30 R30	17,017
Bur. Ind. Aff.	8	4T#	\$	+	3	777	Ve.	



Table D. Number and Total Cost by State on Outlying	lotal Cost of Au.	idiovisual Materials Loaned to under ESEA Title II Programs	ς.	econdary School Chil Fiscal Year 1968	School Children and Teachers er 1968	s as Other Instructional Materials,	ructional Mat	erials,
State or Outlying Area	Motion	Filmstrips	23	Slides and	Program Instruction	Maps, etc.	Total	Total
	Hetures	-	i	Transparency	Matericls	4	Mumber	Cost
Torials	1.976	11, 864	13.8%	38,07	2.154	25.452	126,303	\$ 789,689
Alabama	2171	102	19	24	2	182	377	1,981
Alaska							150	1,340
Arizona	9	339	0110	249	35	20	1,289	5,684
Arkansas		•	-	,				' ·
Colorado		2.891	1,953	7.090	280	906	13,454	80,251
Connecticut							-	
Delaware	-					'	'	
Dist. of Col.	-	1		•				
Florida	32	62t	194	1,153		247	2,523	12,966
Georgia	141	274	\$450 504	243	35	6	1,504	10,211
Tasho	<u> </u>	166	235	674	7	621	1.869	9.197
Illinois	22	435	622	622	18	537	2,286	9,139
Indiana		9		9			99	375
Iowa			-			-		
Kansas	-		-			-	1	
Kentucky	22	290	£9ħ	205	119	17L	1,813	17,949
Louisiana						-		
Maine		1		-		-	- 10	1
Waryland	10	22,00	500	34	-	ion in	0000	- <u> </u>
Machaerus	370	2000	202	1, 257	11.8	5 659	200,02	80,25
Minnesota	7-7	77.7	-	1777	-	-	1227	
Mississippl				-	 -			
Missouri		8		- 3		ω	J6	1103
Montana	-	1			-			-
Reoraska						•		•
Neveda		· ·			· - 		811	5 883
New Jersey							,	-
New Mexico	174	920	191	735	134	2,TB	5,048	16,171
New York		*			_	-		
North Carolina	19	151	28	45 4		29	17	5,140
North Dakota	434	2000	1000	700		-	1	
Oklahoma	75	22619	7,000	37.5	OJ.	1,232	8,470	43,003
Oregon			9	777	3	3	7,7	100,22
Pennsylvania				-				7
Rhode Island				•			,	\ -
South Carolina		-					-	
Tonne				-	-	•		,
Towns						-		1
Ifteh		-					4,895	37,148
Vermont						-	•	-
Virginia	-		 		 - - - -		, ,	
Washington	19	313	589	3,931	169	437	5.508	22,251
West Virginia	31	869	755	97		65	1,646	9,620
Wisconsin	36	6,390	2,710	4,523	•	483	14,142	86,999
Green	-	370	123	233		R	720	6,298
Puerto Rico	1.077	17.421	757	5.670	-	7 755	32 680	- 043 1EE
Trust Territory		12	-	-		17.	12	06
Virgin Islands				•		, ,		
Bur. Ind. Aff.	-					,		

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